

Gerngross • Puchta • Holzmann • Lewis-Jones • Stranks

MORE!

3

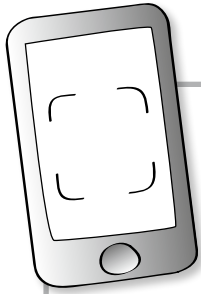
Workbook



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Enriched course



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MORE! 3 Workbook Enriched course

Mit Bescheid vom 17. April 2009, GZ: BMUKK-5.000/0020-V/9/2007, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „MORE! Workbook 3 Enriched course“ von Gerngross u.a. antragsgemäß in der vorliegenden Fassung gemäß §14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86 und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch an Hauptschulen und an allgemein bildenden höheren Schulen für die Klasse 3 im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

Mit Bescheid vom 20.11.2017, GZ: BMBF-5.028/0005-IT/3/2017 teilt das Bundesministerium für Bildung mit, „dass gegen die aktualisierte Fassung des Werkes MORE! Workbook 3 Enriched course, BNR 140.675, kein Einwand besteht“.

Mit Bescheid vom 15.07.2019, GZ: BMB-5.028/0007-IT/3/2018 hat das Bundesministerium für Bildung, Wissenschaft und Forschung das E-BOOK+ Angebot zum Unterrichtsmittel „MORE! Workbook 3 Enriched course“ als geeignet erklärt.

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Workbook

MORE! ③

Gerngross · Puchta

Holzmann · Lewis-Jones · Stranks



Enriched course

Liebe Schülerin, lieber Schüler!

Neben vielen Übungen, mithilfe derer du deine Kenntnisse der englischen Sprache erweitern und festigen kannst, findest du im Workbook am Ende jeder Unit auch eine Auflistung des Lernvokabulars, also der wichtigsten Wörter und Phrasen aus der jeweiligen Unit.

Diese Wortlisten sind in zwei Abschnitte unterteilt:

1. Word file

Unter dieser Überschrift werden jene Wörter und Ausdrücke nochmals aufgelistet, die im mit Vocabulary bezeichneten Abschnitt einer Unit im Student's Book eingeführt und in den darauf folgenden Aktivitäten geübt werden.

2. MORE Words and phrases

In diesem Abschnitt findest du die wichtigsten Wörter aus der jeweiligen Unit im Student's Book. Sie sind in der Reihenfolge aufgelistet, wie sie im Student's Book vorkommen, und zur leichteren Orientierung auch mit der jeweiligen Nummer einer Aktivität aus dem Student's Book gekennzeichnet:

①, ② usw.

Wichtig: Jene Wörter und Wortgruppen, die fett gedruckt sind, kommen im Alltag ganz häufig vor. Du solltest sie wirklich gut beherrschen.

Zusatzinformation: Der Vollständigkeit halber soll auch noch darauf hingewiesen werden, dass es natürlich viele andere Wörter gibt, die im Student's Book eingeführt werden, die aber im Lernvokabular im Workbook nicht vorkommen. Der Grund dafür ist, dass sie im Alltag nicht so häufig gebraucht werden und daher nicht zum eigentlichen Lernvokabular gehören. Du findest sie alle – alphabetisch gereiht – in der Nachschlagliste am Ende deines Student's Book. Mithilfe dieser Liste kannst du schnell die Bedeutung neu vorgekommener Wörter nachschlagen.

Noch ein Tipp!

Wer eine Sprache gut beherrschen möchte, sollte darauf achten, dass sein Wortschatz ständig wächst. Das heißt aber auch, dass man schon gelernte Wörter regelmäßig wiederholen muss. Geh deshalb immer wieder die Wortlisten am Ende der Units in den Workbooks der 1. und 2. Klasse durch – du solltest dir davon möglichst alle gut merken!

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Zeichenerklärung



Diese Übung enthält wichtige Inhalte und sollte nicht ausgelassen werden.



Diese Übung kann bei Zeitmangel im Sinne eines "Fast track" durch die Unit ohne Probleme ausgelassen werden.



Bei dieser Übung stehen dir zwei Varianten zur Verfügung.



Grammar



Diese Übung passt zur angegebenen Seite im Student's Book (auf Seite 15).



Dazu gibt es eine Tonaufnahme auf CD.
(Obere Zahl: CD Nummer / Untere Zahl: Tracknummer)



Zu dieser Übung gibt es eine Audioaufnahme, welche über ein Smartphone oder Tablet abgespielt werden kann. Zusätzlich findest du die Audioaufnahme auch im Internet (www.helbling-ezone.com).

Reading

1 Read the story.

The charity concert

We are a great band. There is Carolyn, who is our brilliant singer, Mark, who plays the electric guitar, Adrian, who plays the saxophone and me, Larissa, I play the drums.



We call ourselves the *Fab Four* (fab for fabulous, as you can surely guess). Not a great name, I know, but it's OK for now.

Anyway, I think we're making good music, covering some famous songs, but also writing some songs ourselves like our "Butterfly Blues" which is all about butterflies disappearing and how much we need them, and which has got the chorus line "Butterfly, high in the sky, fly oh fly, never die." Everybody sang along at the last school concert, even the teachers and the headmistress.

So we were doing pretty well until that day Josh came to see me. Josh is the school computer nerd, and if you need anything to do with computers, it's your man. He's always so nice, but I have to say he's a bit mean on him. But that's not important right now.

So Josh came to see me to complain about how slow most of the computers are. He said it was crazy that the school didn't have modern computers and it wasn't good for the kids' education.

I listened to him and said 'yeah' and 'yes' and 'I see.' I didn't really know what he was saying me all this. And then finally, he said, "I've got an idea, you know. What about the school having a kind of concert for the school to raise money for the computers? We could invite parents, uncles, aunts or just adults we know to give some money for new computers." I wasn't sure if that was a charity thing but I didn't want to say no right away, so I said, "I'll discuss it with the band."

At the next band practice I told about Josh's idea and Carolyn and Mark were all for it, but Adrian was furious. "That's not a charity event!" he shouted. "Charity is all about people. It's OK if we do a charity concert for some poor kids or for the homeless, but I don't see why we should play to get new computers for the school!"

Mark said, "It's about kids who could use their talents far better with good computers. What's wrong with that?" "I can tell you what's wrong," Adrian shouted. "When you say someone must do something for these kids, that's OK, but why us?"

The school has to find the money, so it's the headmistress's job to do that, not our job. What next? A charity concert for the biology teachers to buy new fish for the aquarium or for the teachers to have nicer chairs?" On and on they went and finally Adrian said the *Fab Four* could change their name to the *Fab Three*, and he left.

Was this the end of our band? No, it wasn't. Josh and I got together and we talked about it. Josh could understand Adrian's point, but he also wanted the computers. And then I found the answer. Why not buy computers with the money we raise and give half of them to the children's home down the road.

After more talks Adrian agreed, and we had a fantastic concert. Actually we had two concerts, because we sold so many tickets that not everybody could get in the first time. In the end we had twelve computers and two new hits – "Computer Crazy" and "Everyone's Happy Now".

2 How many of these tasks can you do?

Circle T (True) or F (False).

- 1 In the band, there are two boys and two girls. T / F
- 2 The band didn't write "Butterfly Blues". T / F
- 3 Josh, the school's computer nerd, wanted to be part of the band. T / F

Choose the correct answer.

- 4 Josh wanted the band to
 - play songs about computers. do a charity concert to raise money for computers.
 - give a school concert at the end of the year.
- 5 Larissa promised to
 - discuss it with the band. help raise money for new computers.
 - do a charity concert.
- 6 The other band members
 - disliked Josh's idea. did not all agree with it. never discussed Josh's idea.

Answer the questions.

- 7 What is Adrian's main argument against Josh's idea?
.....
- 8 What solution did they come up with?
.....
- 9 Why did the band play another charity concert?
.....

3 Check your answers.

Listening



4 Listen to what Joanna and Lenny say about music. Tick the correct answers.

- | | | |
|---|--|--|
| <p>1 Joanna listens to music</p> <ul style="list-style-type: none"> <input type="checkbox"/> sometimes. <input type="checkbox"/> also in some lessons at school. <input type="checkbox"/> only before she goes to bed. <p>2 Joanna mostly listens to</p> <ul style="list-style-type: none"> <input type="checkbox"/> classical music. <input type="checkbox"/> pop music. <p>3 Joanna likes to browse</p> <ul style="list-style-type: none"> <input type="checkbox"/> on Spotify. <input type="checkbox"/> with her dad's CDs. <input type="checkbox"/> on <i>the Pop</i>. <p>4 Joanna plays</p> <ul style="list-style-type: none"> <input type="checkbox"/> no instrument. <input type="checkbox"/> one instrument. <input type="checkbox"/> two instruments. | <p>5 Joanna plays</p> <ul style="list-style-type: none"> <input type="checkbox"/> no instrument. <input type="checkbox"/> the guitar. <input type="checkbox"/> the guitar and the violin. <p>6 Lenny and his band play</p> <ul style="list-style-type: none"> <input type="checkbox"/> music by Bob Dylan and Janis Joplin. <input type="checkbox"/> classical music. <input type="checkbox"/> dancefloor music. | <p>7 Lenny also likes</p> <ul style="list-style-type: none"> <input type="checkbox"/> playing the violin. <input type="checkbox"/> listening to classical music. <input type="checkbox"/> going to pop concerts. <p>8 Lenny likes to listen to music best on</p> <ul style="list-style-type: none"> <input type="checkbox"/> his mobile phone. <input type="checkbox"/> a CD player. <input type="checkbox"/> an MP3-player. |
|---|--|--|



Grammar Present and past simple

5 Complete the text with the words in the box. There is one that you should not use.

plays
does
do
sings
don't
doesn't
writes
play
write
sing
bands'

Shannon Green is lead guitar player with *The Sweet Lemons*. We met her on tour to ask a few questions.

Interviewer Tell us a bit about the band.

Shannon Well, there are four of us. Dan and I ¹..... the guitar, Bradley ²..... and plays bass and Kevin ³..... drums.

Interviewer Do you ⁴..... ?

Shannon I sometimes sing background vocals, but that's

Interviewer What kind of music ⁵..... the band play?

Shannon Pop and a bit of rock.

Interviewer And ⁶..... you write your own music?

Shannon Well, Bradley ⁷..... all the lyrics and we all ⁸..... the music.

Interviewer And do you play other bands' songs?

Shannon No, we ⁹..... Bradley ¹⁰..... playing other people's music.

6 Read the text about how Shannon joined *The Sweet Lemons* and put the verbs into the past tense to complete it.

Shannon ¹..... **dreamt**..... (dream) of being a pop star, so she was very happy when she ²..... (get) a new guitar for her 13 birthday. There was only one problem she ³..... (not know) how to play it. She ⁴..... (take) some lessons and ⁵..... (practise) every afternoon after school. After six months she was very good. But Shannon ⁶..... (not want) to play on her own. She ⁷..... (want) to play in a band. There was one band at her school, *The Sweet Lemons*, but they all ⁸..... (study) hard. They were all 15 and ⁹..... (not think) they would get her.

At the end of the school year, there was a party. Everybody wanted to play at the party. But the day before the show, the guitar player, Dan, ¹⁰..... (fall) ill. The doctor ¹¹..... (say) he had to stay in bed for a week. What ¹²..... (can) they do? They ¹³..... (cannot) play without their guitarist.

Shannon ¹⁴..... (have) an idea. She ¹⁵..... (go) up to the band and ¹⁶..... (talk) to them. The band leader Bradley was interested. Shannon played her guitar and the band thought she was very good. Bradley ¹⁷..... (ask) her to play for them at the show. The show was a great hit and all the kids ¹⁸..... (love) the band. Everybody ¹⁹..... (agree) that Shannon was very good.

So what happened when Dan got better? There was only one way to keep everyone happy. *The Sweet Lemons* now have two guitarists.



Grammar Mixed tenses

7 Complete the dialogues with the interviewer's questions.

What's your favourite band, Nigel?

When did you start dancing?

Do you like dancing, Janice?

Did you ever buy CDs?

And where do you get your music from?

What did you like about *Maroon 5*?

And what do you like about *Little Mix*?

Do you have a favourite band to dance to?

Do you listen to a lot of music, Henry?

- 1 Interviewer What's your favourite band, Nigel?
 Nigel That's a difficult question. For many years it was *Maroon 5*, but now it's *Little Mix*.
- Interviewer
 Nigel Well, their songs always had good melody.
 Interviewer
 Nigel Their lyrics are really good, and the music is more pop than rock.
- 2 Interviewer
 Janice Yes, I do, I love it.
 Interviewer
 Janice I think I started when I was ten.
 Interviewer
 Janice At the moment it's *Twenty One Pilots*. They're great to dance to.
- 3 Interviewer
 Henry Yeah, I listen to music as often as I can.
 Interviewer
 Henry I mostly get it online. I have Spotify.
 Interviewer
 Henry I bought a few when I was younger. And I borrowed quite a lot from an older brother. But now, as I said, I just go online.

8 Write your answers to the interviewer's questions.

- | | |
|--|--|
| 1 What do you like best now?
..... | 6 When did you start listening to music?
..... |
| 2 And what song do you like best when you were a child?
..... | 7 Do you play an instrument? What is it and when did you start?
..... |
| 3 What well-known song do you hate most?
..... | 8 Where do you like listening to music?
..... |
| 4 Where do you get your music from?
..... | 9 What's the most important thing in a song for you?
..... |
| 5 What's your favourite band?
..... | |

Vocabulary

- 9 Read the dialogue between the critic Paul Sacks and a singer on *Superstars*. Complete with the words in the box.

give up
way
give
training
get
audition
make
takes

Sacks Simon, Simon. Let me stop you there.

Simon What, already? I've only just started.

Sacks I don't need to hear any more. That was probably the worst 1..... I've ever had to listen to.

Simon Oh, come on. I wasn't that bad.

Sacks Simon, yes you were. I don't know where you got the idea you could sing, but you really have to 2..... that dream now.

Simon It was my mum. She says I have a lovely voice and that I have what it 3..... to be a famous singer. She told me I should 4..... this show a try.

Sacks Well, she doesn't know anything. Simon, you are not going to 5..... it in this job. I promise you.

Simon Maybe when I've had a bit more 6.....

Sacks No. Not with all the help in the world.

Simon Well, I think you're wrong because I'm the 7..... up and nothing you can say is going to stop that.

Sacks Well, good luck and 8..... back to me when you have your first number one.

Simon I will. You'll see. You'll be 9..... me one day.



- 10 Find the twelve musical instruments in the grid. Take three and write sentences about them.

R	I	P	F	N	G	E	L
H	T	E	C	H	O	I	O
E	O		K	Z	D	R	
A			C	K	M	N	I
V	F		P	O	H	P	I
				U	L	B	O
M		J	R	E	G	G	A
E	N		A	S	Z	S	O
T	G	Y	D	Z	C	A	R
A	K	L	O	F	Z	P	A
L	A	C	I	S	S	A	L

I like hip hop because it is often
very fast.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

11 Complete the dialogue with the words from the box.

famous donation take place lyrics raise performing

Seth Did you hear about the concert that'll ¹..... next Saturday?
Alice No, tell me more.
Seth They want to ²..... some money for a new youth centre.
Alice That's a great idea but I can't go, I'm not in town next Saturday.
Seth You don't have to. You can also make a ³..... online.
Alice OK. Who's ⁴..... anyway? Anyone ⁵.....?
Seth Well, a lot of local groups. And *Skeedaddle*.
Alice Really? I love their ⁶..... What a shame I'm not here.

Developing speaking competencies

12 Complete the mini-dialogues with the sentences in the box. There is one extra sentence.

- a) Me too. I didn't want it to end.
- b) In my opinion, it's OK but not as good as the last film.
- c) Do you think so? She was good but not brilliant.
- d) I couldn't agree more. I thought it was brilliant.
- e) Me neither. It was too loud.
- f) Is it any good?
- g) What did you think of the concert?

1 Jane I didn't really enjoy the new book we read in class. How about you?
Jack
Jane Let's hope the next one is better.
2 Liz I hope Jennifer Lawrence gets the Oscar. She was brilliant in the film.
Ollie
Liz Yes, she was absolutely fantastic.
3 Paul
Paul It was brilliant. I loved every minute of it.
4 Alan I got the new *Star Wars* film for my birthday.
Lucy
Alan



CD 4
2

13 Listen and check.

Developing writing skills Offering an opinion

- 14 Read the task and what a student wrote. Why didn't Stevie like the last album by *Spotless*?

Task

You've just bought the new album by *Spotless*. Write an email (40–70 words) to your friend telling him/her about it.

In your email:

- tell him/her what you think about it
- tell him/her how it compares to another album by the band
- recommend listening to it or not

From:	stevie14@mailconnect.com	REPLY
Subject:	New album!!!	

Hi Carmen,
I'm just listening to the latest album from *Spotless*; it's called *Rescue*.
It's really awesome. I like all the tracks, but my favourite is "Hugging". The lyrics are brilliant. I wasn't so keen on their last one. I don't like the way it had so much piano in it. This one is much more rock 'n' roll.
You have to listen to it.
You'll love it.
Stevie

Useful language:

- It's really awesome/ good/great ...
- It's a bit disappointing ...
- It's rather boring ...
- My favourite band/track is ...
- I'm not so keen on ...
- I like / don't like the way ...

- 15 Now write your own answer to the following task.

You've just been to a movie. Write an email (40–70 words) to your friend telling him/her about it.

In your email:

- tell him/her the title of the movie
- tell him/her what type of movie it was
- tell him/her whether you liked it or not
- recommend watching it or not

WORD FILE

Audition



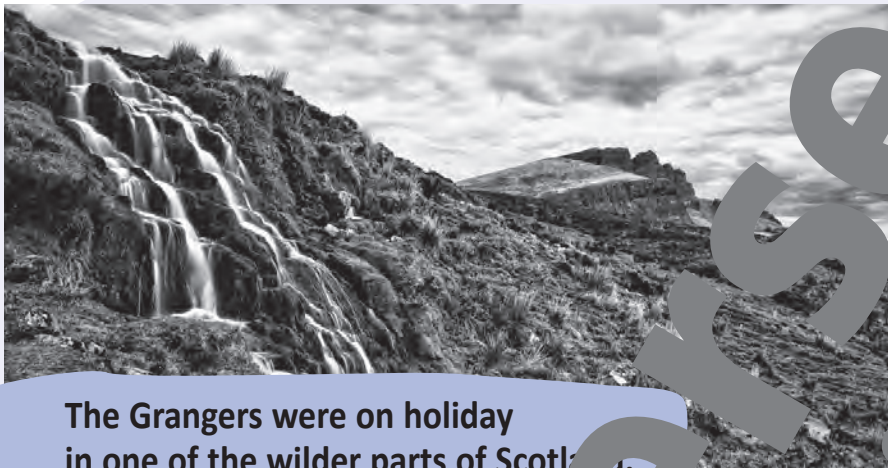
MORE Words and Phrases

1	after	<i>The police stopped the show after only 42 minutes.</i>	nach, nachdem
	all over	<i>His death was a great shock all over the world.</i>	überall
	attack	<i>She became the victim of a shark attack.</i>	Angriff
	decide	<i>Decide what happens next.</i>	(sich) entscheiden
	donate	<i>Donate some money to support our organisation.</i>	spenden
	donation	<i>The highest donation this evening was €10,000.</i>	Spende
	famous	<i>The Rolling Stones had lots of famous songs.</i>	berühmt
	include	<i>"One" reached number one in many countries, including Germany, Spain and Canada.</i>	beinhalten
	join	<i>Many people wanted to join the organisation.</i>	beitreten
	maybe	<i>Maybe you'll win.</i>	vielleicht, möglicherweise
	need to	<i>You need to study more for the next test.</i>	müssen
who	<i>She's the one who called you.</i>	der/die/das	
2	successful	<i>They have always been successful abroad.</i>	erfolgreich
	support	<i>I want to write an article to support her.</i>	unterstützen
	victim	<i>They organised a concert for the victims of the accident.</i>	Opfer
5	brave	<i>You have to be brave to sing on a superstar.</i>	mutig, unerschrocken
	not even	<i>You don't look like a pop star. Not even like a fun version of one.</i>	(noch) nicht einmal
6	tune	<i>I like some of your good tunes.</i>	Melodie
8	by (Ed Sheeran)	<i>The song "Perfect" is sung by Ed Sheeran.</i>	von (Ed Sheeran)
	dance floor	<i>When the song starts, I get up on the dance floor.</i>	Tanzfläche
	for a few minutes	<i>And I dance for a few minutes.</i>	einige Minuten lang
	lyrics	<i>I like songs with a good tune. I don't care about the lyrics.</i>	Liedtext
	traffic jam	<i>Listening to music in a traffic jam helps me relax.</i>	Stau
9	can't stand	<i>Do you like Robbie Williams? I can't stand his music.</i>	etwas nicht leiden können
	I don't mind	<i>Of course you can go. I don't mind.</i>	Ich habe nichts dagegen.
	melody	<i>This song has a great melody.</i>	Melodie
DVD	agree	<i>I'm sorry, I agree. You're not our next superstar.</i>	zustimmen
	awful	<i>I think it looks awful.</i>	furchtbar, schrecklich, scheußlich
	I guess	<i>Yes, I guess that could be fun.</i>	ich nehme es an
	I'm sorry.	<i>I didn't mean to interrupt. I'm sorry.</i>	Das tut mir leid.
	record	<i>Some say their first record was the best.</i>	(Schall-)Platte

Reading

1 Read the story. Only one title fits. Which is the right one?

- Strangers in the night
- The lost mobile phone
- A lucky coincidence
- Camping in Scotland



The Grangers were on holiday in one of the wilder parts of Scotland.

It was their first holiday in Scotland and they rented* a small house, nearly an hour's drive away from Braemar. "Lovely walks," Mr Granger said. "Good for birdwatching, too." But when it rained and rained for the first two days they were there, Mrs Granger started to think that a holiday in Scotland wasn't really that much fun. Mr Granger tried to be positive. "A bit of rain, quite OK," he said. "It's good for the roses." And he laughed at his own joke because there were, of course, no roses. But the next day he woke up to a bright sun and the Grangers felt a little happier.

That afternoon they drove into Braemar to do some shopping. After shopping, they went for some tea and cake in a traditional Scottish café. They were sitting in a nice corner of the café, enjoying their third cup, when suddenly

Mr Granger looked at his wife, "What a coincidence! It's the Warners I don't believe it!" Mr Warner worked with Mr Granger, but he didn't like him much. He thought Mr Warner was one of the most boring people he knew. He wondered how they got here. They usually go on holiday to France. Bert keeps telling me that nothing is so interesting there." Mr Granger quickly tried to hide behind his newspaper, but it was too late. "Oh hello, Nick," Bert Warner shouted. "Now that's what I call a coincidence. Right in the middle of Braemar and who do I meet – good old Nick."

"Oh hello, what a nice surprise," Mr Granger said. "What bad luck!" he thought.

The Grangers and the Warners spent another half hour together. "You must come and see us," Mr Warner said. "We've rented a small house right here in Braemar. Here's

my mobile phone number. How about lunch tomorrow? Give us a call if you are free." "Glad to," Mr Granger said. "No way," he said to his wife as soon as the Warners left.

Two days later Mr Granger had an accident when he was walking through a wood. He fell over a hidden tree branch and cut his leg really badly. His wife had to phone an ambulance. They took him to hospital where a doctor told him not to walk on his leg for a week. They had no choice. They had to break off their holidays and go home, but Mrs Granger couldn't drive. What could she do?

Then she remembered the Warners. She phoned them and told them about her husband. They were only too happy to help. Bert picked Nick up from hospital and he drove the Grangers down to Canterbury where they lived. Gladys Warner drove down their own car so they could go back to enjoy the nine days left of their holiday. They took Gladys' brother with them. He didn't know where to go on holiday and was happy to rent the small house for a week and pay the Grangers the rent money. The Grangers, of course, refused to take his money to say thank you to the Warners for all of their help and kindness. From that day on Mr Granger never said a bad word about Mr Warner.

VOCABULARY: *rent – mieten

2 How many of these tasks can you do?

- 1 The Granger's cottage was in Braemar. T / F
- 2 The rain made Mr Granger unhappy. T / F
- 3 On their third afternoon in Scotland they went shopping. T / F

Complete the sentences in no more than 4 words.

- 4 Mr Granger didn't think Mr Warner was
- 5 Mr Granger Mr Warner to see him.
- 6 Mr Warner invited the Grangers the next day.

Answer the questions in one sentence.

- 7 What was Mr Granger doing when he hurt his leg?
.....
- 8 How did Mr Warner help the Grangers?
.....
- 9 How did Mr Granger change his opinion of Mr Warner?
.....

3 Check your answers.

Listening

4 How much are you like Dan? Do you think the same as him? Tick each of the sentences that are true for you, too, and then add up the total.



	Dan	Me	Sarah	John
1	I don't know what I want to be when I grow up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I'm worried about the future of our country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I couldn't live without loud music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The mornings are the best part of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I love Maths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I like to get up late at the weekends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I need more holidays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I talk too much on the phone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	There's more to life than money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	You never have to say sorry to a true friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
total				



CD 4
3

5 Listen to Sarah and John discussing the task and tick the boxes above for them. Who is most like Dan?

Grammar Past continuous

6 Match the sentence halves.

- | | |
|-----------------------------|---|
| 1 At 9 a.m. I was walking | <input type="checkbox"/> in detention. |
| 2 At 10 a.m. I was trying | <input type="checkbox"/> the piano in the music lesson. |
| 3 At 11 a.m. I was doing | <input type="checkbox"/> my homework. |
| 4 At 12 a.m. I was playing | <input type="checkbox"/> Mum in the kitchen. |
| 5 At 1 p.m. I was eating | <input type="checkbox"/> up the dishes. |
| 6 At 2 p.m. I was talking | <input type="checkbox"/> outside the headmaster's office. |
| 7 At 3 p.m. I was waiting | <input type="checkbox"/> not to fall asleep while his teacher was talking. |
| 8 At 4 p.m. I was sitting | <input type="checkbox"/> at my desk. |
| 9 At 5 p.m. I was helping | <input type="checkbox"/> to my friends in the French lesson (his teacher wasn't happy). |
| 10 At 6 p.m. I was washing | <input type="checkbox"/> my lunch. |
| 11 At 7 p.m. I was doing | <input type="checkbox"/> to school. |
| 12 At 8 p.m. I was sleeping | <input type="checkbox"/> experiments in the science lesson. |

7 Complete the sentences about your day yesterday.

- At 5 a.m. I
- At 8 a.m. I
- At 11 a.m. I
- At 1 p.m. I
- At 3 p.m. I
- At 6 p.m. I
- At 7 p.m. I
- At 8 p.m. I

8 Find seven verbs in the crossword form to complete the sentences. (← → ↑ ↓)

W	O	R	K	N	A	Z	
A	R	E	D	N	G		
T	F	O	D	A	D		
C	E	E	L	R	E		
H			I	E	E	P	
I	L	T	E	F	A	A	
N	G	N	I	V	A	H	C
G	N	E	T	A	E	F	S
S	T	A	R	T	E	D	E

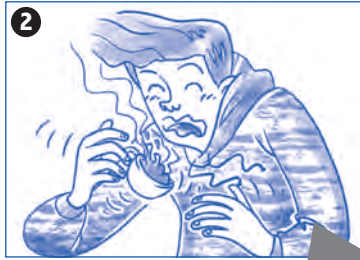
- I was watching TV when the phone rang.
- We were playing tennis when it to rain.
- When the ball broke the window, we were breakfast.
- When the lights went out, I was at the computer.
- She was dancing when she over.
- When the alarm clock, I was having a bath.
- Bob was a book when there was a knock at the door.

Grammar Mixed tenses

9 Use the pictures and words to write sentences.



1 break leg / play football
Dawn broke her leg when she was playing football.



2 drink coffee / drop cup
Henry



3 walk dog / start raining



4 work at the computer / chair break
Pip



5 read a book / headache start
Miriam



6 listen to MP3-player / crash into a lamp post
Billy



7 fall and talk
Sally



8 eat apple / tooth fall out
Richard

10 Put the verb in brackets in the past simple or past continuous and complete the story.

I ¹ walk down the road when I ² (see) a wallet on the ground. I ³ (open) it and ⁴ (find) a £10 note in it. There was nothing else, no cash, no credit cards – nothing. I ⁵ (think) about what to do when I ⁶ (see) my friend Daisy. She ⁷ (shop) but she ⁸ (not look) very happy. I ⁹ (ask) her what was wrong. She really wanted to buy a beautiful handbag for her mum's birthday. It was £20 but she only had £10. Then I ¹⁰ (know) what to do with the money from the wallet.



Vocabulary

11 Write numbers. Which of these objects can you:

- 1 listen to?
- 2 talk on?
- 3 try on?
- 4 pay?

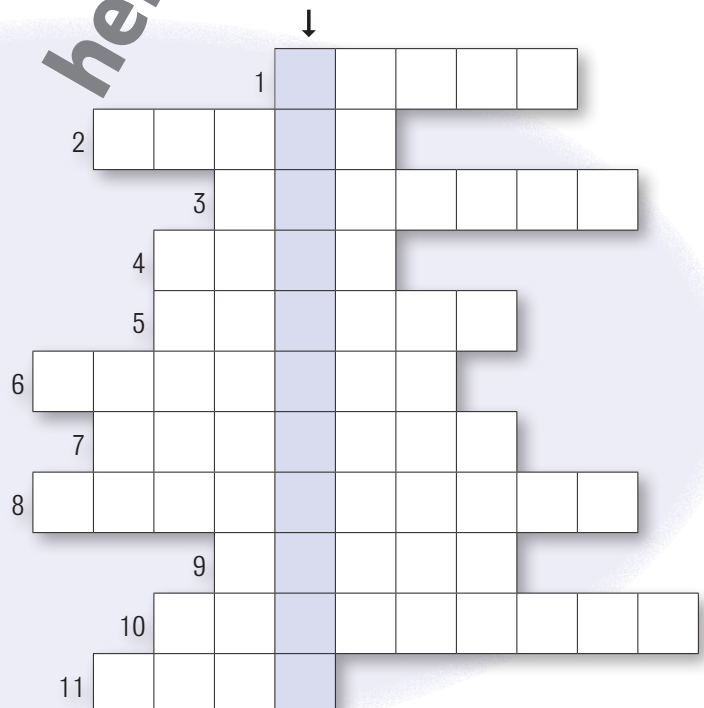


12 Complete the sentences with verbs and objects from the exercise above.

- 1 They were so angry that they left the restaurant and they didn't
- 2 I that they didn't look good on me.
- 3 I don't think he can hear you. He
- 4 Don't try and ask Mum anything 'cause you with her sister.
- 5 I download all my music. I never
- 6 I wanted to but they didn't have one in my size.

13 Do the crossword and find the key word in down.

- 1 to get from one side to the other of something (e.g. road, sea, ...)
- 2 to want to see a new shirt (or example) looks good on you
- 3 not quite the same
- 4 a nobody
- 5 to get your mind about something
- 6 to stay in a difficult
- 7 a small bag to carry things
- 8 very hard to believe
- 9 to go into a room, shop, etc.
- 10 not real, made up (e.g. a novel)
- 11 very big



Developing writing skills Stories (1)

14 Read the task and what a student wrote. How many coincidences were there?

Task

Write a story called *Coincidence* (120–150 words).

In your story focus on:

- the people involved
- where the story happened
- what the surprise was

Coincidence

A funny thing happened to me and my parents. They were taking me to London to see the musical *War Horse*. I think it's nice to go to London sometimes to see a nice musical. Anyway, on the train down to London the first funny thing happened. A friend of my mum and her daughter were on the train, too. They were also going to London to see *War Horse*. "What a coincidence," Mum said. "See you at the musical."

At the theatre we went to our seats. We had very nice seats with a good view. The two seats next to Mum were empty. A minute before the show started the next funny thing happened. My mum's friend and her daughter arrived to sit in the seats next to us. "What a coincidence," they said and we all laughed. (139 words)

Language tip:

Using a good variety of vocabulary

When writing a text try not to use the same words all the time. Texts are better when you use a variety of words. For example, in the text the word *funny* is used three times. We could use the words *odd* and *strange* to add variety to the vocabulary.

15 The words *musical* and *theatre* are also used three times. Use the words in the box to replace some of these words.

awesome show theatre comfortable popular

Writing tip

Coincidence (1)

- When writing a story, don't start writing immediately.
- Plan your story in your head and write notes on a piece of paper.
- Think about your own life. Are there any experiences you can use for the story?
- Think about the punchline. It's the last thing your readers see. You want it to make an impression.
- Organise your paragraphs well. When there is a change in action, use a new paragraph.

16 Now write your own answer to the task in 14 above.

- Plan on a piece of paper.
- Use your paragraphs well.
- Think carefully about the words you use.

Everyday English The mystery boy



Look at the phrases on p. 23 in your Student's Book again. Use them to complete the dialogues.

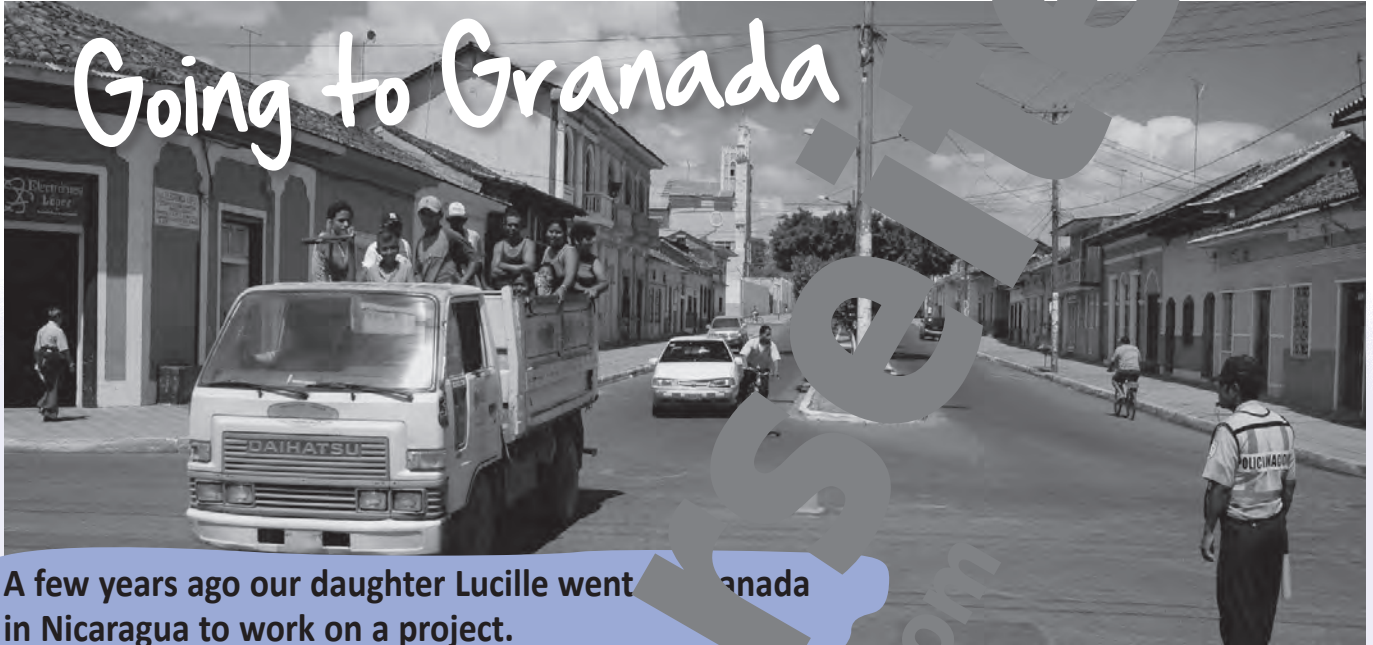
- Teacher** OK, four of you didn't do the homework. So you'll all get more homework for tomorrow.
Student Most of us did their homework alright, why should we do more?
- Sally** Hey, Gerry -! There's a motorbike coming!
Gerry Phew! That was close. I didn't hear it as I had my headphones on.
- Peter** It seems nobody wants me in their team.
John Last time we played, you never passed the ball to anybody.
- Lucy** I just can't concentrate when everyone is so noisy.
Anna I find it difficult to work in a noisy room too.

MORE Words and Phrases

	coincidence	<i>It's a coincidence they crashed into each other's car.</i>	Zufall; Glück, Fügung
	incredible	<i>That story is incredible.</i>	unglaublich
	What a ...!	<i>What a coincidence! We crashed into each other.</i>	Was für ein ...!
1	member	<i>Five members of the class were asleep.</i>	Mitglied
	passenger	<i>The plane had 200 passengers.</i>	Fahrgast; Passagier/in
2	complaint	<i>There were complaints about the noise from neighbours.</i>	Beschwerde
3	belong to	<i>The book belongs to me. It's mine.</i>	gehören
	daily	<i>We bring you the newspaper daily.</i>	täglich
	immediately	<i>Of course I'll give his message immediately.</i>	sofort, unverzüglich
	notice	<i>She didn't notice that the door was open.</i>	bemerkten
	someone else	<i>Does the book belong to you or to someone else?</i>	jemand anders
	suitcase	<i>I forgot my suitcase at the airport.</i>	Koffer
5	bill	<i>Let me pay the bill, please.</i>	Rechnung
	sunglasses (pl)	<i>When the sun is strong, wear sunglasses.</i>	Sonnenbrille
	try on	<i>I tried on that at the shop.</i>	anprobieren
7	careless	<i>Did you lose your mobile phone? How careless of you!</i>	unvorsichtig, leichtsinnig
	handbag	<i>She has a handbag over her shoulder.</i>	Handtasche
	have a look	<i>Have a look - it's my wallet.</i>	sich etwas ansehen
	headphones	<i>She was wearing headphones and listening to music.</i>	Kopfhörer
	I beg your pardon	<i>I beg your pardon, do you know where the station is?</i>	Entschuldigung, tut mir leid
	shall	<i>My wallet is gone! What shall I do?</i>	sollen
8	dial	<i>Make sure you dial the telephone number correctly.</i>	wählen
	enter	<i>"I'm sorry," he said when he entered the shop.</i>	betreten, eintreten
	have an interest in	<i>She has a great interest in classical music.</i>	sich für etwas interessieren
	interrupt	<i>I'm sorry? I didn't hear what you were saying.</i>	Wie bitte?
	interrupt	<i>Let me finish. Please don't interrupt.</i>	unterbrechen
	meal	<i>I had my favourite meal last night. Pizza!</i>	Mahlzeit, Essen
	(the) cinema	<i>Maybe we can go to the movies tomorrow.</i>	Kino
	on one's way	<i>He had lost her number on his way home.</i>	auf dem Weg
	wave	<i>The waves were very high in the storm last night.</i>	Welle
11	not any more	<i>Belinda doesn't live here any more.</i>	nicht mehr
	surprised	<i>He was surprised to see her name in the book.</i>	überrascht
13	date of birth	<i>Our date of birth was the same.</i>	Geburtsdatum
15	fall in love	<i>They met in Paris and fell in love.</i>	sich verlieben

Reading

1 Read the story.



Going to Granada

A few years ago our daughter Lucille went to Granada in Nicaragua to work on a project.

A chocolate company from Birmingham wanted to buy cocoa* from Nicaraguan farmers and she had to go to farms and talk to the managers there. She really wanted us to visit her.

“We don’t speak any Spanish, and we don’t like hot countries very much,” I said to my husband. “Let’s go anyway,” my husband said. “It would make her happy.” So we went.

It was a long flight to the capital, Managua. When we got there, we were really tired. A man met us at the airport and said, “Let’s take a bus to Granada.”

We went to the bus station but it didn’t look like a bus station back home. There in the middle of a square were two old VW buses. Before we could say anything, two men pushed us into the first bus. We gave them some money, bought a bottle of water from a kid – and off we went.

The road was full with holes in it, and some people were like sheep and they ran over it. The driver of the bus was very fast. He just went as fast as he could. I let him. Even my husband, who likes to think of himself as a Formula 1 driver, closed his eyes at times because he didn’t want to see how fast we were going. Only Lucille and the other passengers were having a good time. They were chatting to each other and eating and drinking. We really didn’t feel like eating.

When we got off the bus in Granada, all we heard were shouts of “Taxi, taxi”, but Lucille said, “Let’s take the bus to the centre.” The bus was a small open van* with a wooden bench* at each side. We got in. Then some more people got in and then some more. After ten minutes it left. But it soon stopped to let more people get in. A girl gave Lucille a baby to hold. The girl was holding a big basket

of fruit. In the end, nobody could move any longer. “I know we have to get off at the next stop,” Lucille said, “but I don’t know how.” And she handed the baby back to the girl who was sitting next to her and said something in Spanish. The girl smiled. The baby started crying.

“I’ll just sit here,” my husband said, “and get off when everybody else does.” “No way,” I said, “I want to go to the hotel right now.” I got up – and the people all moved a little for me. I don’t know how, but in the end we got off the van with all our bags – and we were in front of the hotel. The hotel was lovely – large rooms, a swimming pool and lots of beautiful trees and flowers. But getting there was quite a journey, believe me.

VOCABULARY

*cocoa – Kakao; van – Lieferwagen; bench – Sitzbank

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 The story was written by
- 2 Lucille's parents went to visit her because they wanted
- 3 After getting to Managua they immediately took
- 4 At the bus station they saw that
 - there weren't any buses there. it was very different to bus stations in the UK.
 - there were lots of people there.
- 5 The road was bad
 - but Lucille's father enjoyed the trip. but the driver was very fast.
 - and they often had to stop for animals.
- 6 The van to the centre
 - was full of people. was much faster than a taxi. was very scary for Lucille.
- 7 Would a bus ride like the one from Managua to Granada scare you? Why (not)?
.....
- 8 Would you take a taxi or the van in this situation? Why (not)?
.....
- 9 You don't speak Spanish and want to get on a train. What would you do?
.....

3 Check your answers.

Listening

CD 4
4



4 Listen to Adrian's travel story. Fill in the gaps in the summary. Underline them and write the correct words under the line.

Adrian and his sister often go on holiday with their parents. Last year they went to Scotland. Adrian's dad is a big fan of Scotland. He thinks that everything there is great. During their trip they were in Stirling. Dad told them all kinds of stories about Jeremy Wallace. He pointed out the mistakes in the Braveheart to them.

It was difficult to find a hotel and breakfast for the night. In the end they found one with two rooms. In Mum and Dad's room the sofa was wet and parts of the bed were broken. Dad said it was the children's fault. But Adrian saw that water was dripping from the roof. They couldn't get another room, so Dad slept in the room and Mum slept with the kids in the other room.

In the morning Dad came to see them. He was very cold, because there was only cold water in the shower. After a quick breakfast, they had to pay for one room only. Dad was very angry about it.



- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

Grammar Time linkers

5 Look at the pictures and complete the sentences with **while**, **after** or **before**.



1 we were having breakfast we were watching TV.



2 we had breakfast we watched some TV.



3 we had breakfast we watched some TV.



4 I lost my keys I was getting off the bus.



5 I lost my keys I got on the bus.

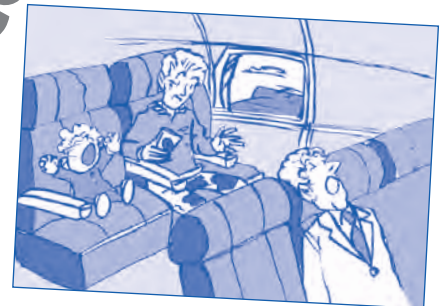


6 I lost my keys I got off the bus.

6 Circle the right word to complete the sentences.

A terrible flight

- 1 *While / During* I was shutting my case, it broke.
- 2 *While / During* the trip to the airport, I got lost.
- 3 There was lots of turbulence *while / during* the flight.
- 4 *While / During* I was reading my book, the lights went out.
- 5 I dropped my cola *while / during* the meal and got my trousers all wet.
- 6 A baby kept crying *while / during* the film and I couldn't hear anything.
- 7 The man in front started talking loudly *while / during* I was trying to get to sleep.
- 8 *While / During* I was waiting at passport control, I discovered my passport was still on the plane.



VORLESUNG: *turbulenz – Turbulenz

7 Write sentences. How long does it take you to ...

- 1 get to school. It takes me ... minutes to get to school.
- 2 do your homework each night?
- 3 fall asleep at night?
- 4 decide what to wear to go to a party?

8 Fill in the missing words. Use the words from the box. Sometimes there is more than one possible answer.

when by the time before while during until after

- we travel to Brazil, we always watch the movie *Rio* we leave. We stay up the film is finished. the movie is over my brother is always asleep.
- the last day of term, my brother and I go to our grandparents' home in the country for two weeks. this time, we have a lot of fun on our bikes, swimming in the lake and helping out at our grandparents' home. My brother is lazier than me. I help grandpa, he sleeps in the grass behind the house.
- We didn't go into the swimming pool the storm we were watching the storm the lights suddenly went out. the lights came on again, the storm was finished.
- our safari we hoped to see a tiger. We waited in our jeep it was dark. we went home, Dad wanted to walk a bit. the driver heard that, he only said: "Crazy man!"



9 Complete the sentences with the correct form of the verb *take*.

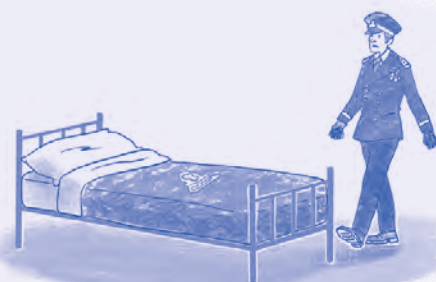
- I love my garden.
 So far it ¹ me years to grow all the plants for my garden.
 Last year it ² me two months to plant some rare flowers.
 Now it ³ me half a day to water them all once a week.
 A storm is coming and it ⁴ the storm ten minutes to destroy them all.



10 Read *The captain is leaving his men*. Fill in the missing words.

The captain said "We're not leaving ¹
 my men his fill.
² they are eating, let them eat.
 And ³ the meal we all will meet
 Outside. And ⁴ our stay
 None of them has a penny to pay.
⁵ the men are fully fed
 I'll be gone and in my bed."

after
 after
 until
 while
 when



Vocabulary

- 11** Read Shireen's postcard and complete it with the words in the box.

slept
suffered
hired
went
met
took
get
got

Dear Ahmed,
We're having a really great time here in Peru. It's such an amazing place and it's so good to ¹..... away from London for a while. The local people are really friendly and we've ²..... some lovely people here. We spent the first week in Lima and then we ³..... a car to see a bit more of the country. We've spent some nights in hotels but we've also ⁴..... in tents*.

Yesterday we ⁵..... up to Machu Picchu – it's fantastic. It's an ancient city high up in the Andes. Unfortunately, Mum ⁶..... from a bit of altitude sickness, so we couldn't stay too long. Guess what we saw when we came down? A snake. I ⁷..... really close to it. I ⁸..... some really good photos. I'll show you them when we get back. Can't wait to see you.

Love,
Shireen



VOCABULARY: *tent – Zelt

- 12** Complete the sentences with the missing words. Use the words on page 28 of your Student's Book to help you.



- 1 Frank for work at 8.00 a.m.
- 2 He his bike.
- 3 He the underground station at 8.10 a.m.
- 4 He the train at 8.15 a.m.
- 5 He about 50 minutes.
- 6 He the train at around 9.05 a.m.
- 7 It takes me 10 minutes to to the office.
- 8 He work at 9.30 a.m.

- 13** Complete the text with the words from the box.

married forward capital friends sightseeing at weekends
travelling explore journey passengers curious coach

I've been on a long ¹..... overseas, but sometimes
²..... we go to a European ³..... to
⁴..... the city and do some ⁵..... . We either take the train
or a ⁶..... . I quite like these bus trips because you can talk to other
⁷..... and I'm always ⁸..... about what they are doing and
why they are ⁹..... . Sometimes we even ¹⁰..... new
¹¹..... . Next week my friend and I are going to Tirana, and we're really
¹²..... to it.

Developing speaking competencies

14 Complete the dialogue with the words in the box.

forget got that's say going correct should recommend

- Sally** So, Liam. I hear you're going to Brazil for your holidays. Anywhere?
- Liam** Yes, we're ¹..... to Salvador in the State of Bahia.
- Sally** Salvador. It's a wonderful city. I was there a few years ago.
- Liam** Really? So what should I do there?
- Sally** You ²..... definitely to try some of the local food. I loved it.
- Liam** For example?
- Sally** Well, you've ³..... to try Moqueca.
- Liam** Did you ⁴..... Moqueca?
- Sally** Yes, it's a fish stew. It's delicious and don't ⁵..... to put some chilli sauce in it. But not too much. It's hot.
- Liam** OK, Moqueca with chilli sauce, is that ⁶.....?
- Sally** Yes, and then there's Vapata, which is so good with seafood. I ⁷..... you get that from the street vendors. They're the best.
- Liam** So ⁸..... Moqueca and Vapata. I think I should write this down for my trip.



CD 4
5



15 Listen and check.

Developing writing skills Making a recommendation

16 Read the text and answer the question. Why is Amy sending a link to a website?

Amy has just come back from a holiday in a nice hotel. Write an email (40–70 words) to your friend, recommending the hotel. Start your email:

- say where you were
- say what was great about the hotel
- recommend it to your friend

From: amyparks@mailconnect.com
 Subject: I'm back!

REPLY

Hi Tony,
 We've just come back from Italy. We stayed at the Amorosa Hotel in Bettole and it was absolutely beautiful. The rooms are large and have beautiful windows, the view is excellent and it wasn't that expensive.
 I really recommend the hotel to you and your family.
 I'm sending you a link to their website because you should book soon. It's very popular.
 Ciao,
 Amy

Useful language:

- I (really) recommend ...
- You should ...
- What you should do is ...
- Let me tell you that ...
- I suggest ...
- It's a must!
- You (really) have to ...
- Try the ...

17 Now write your own answer to the following task.

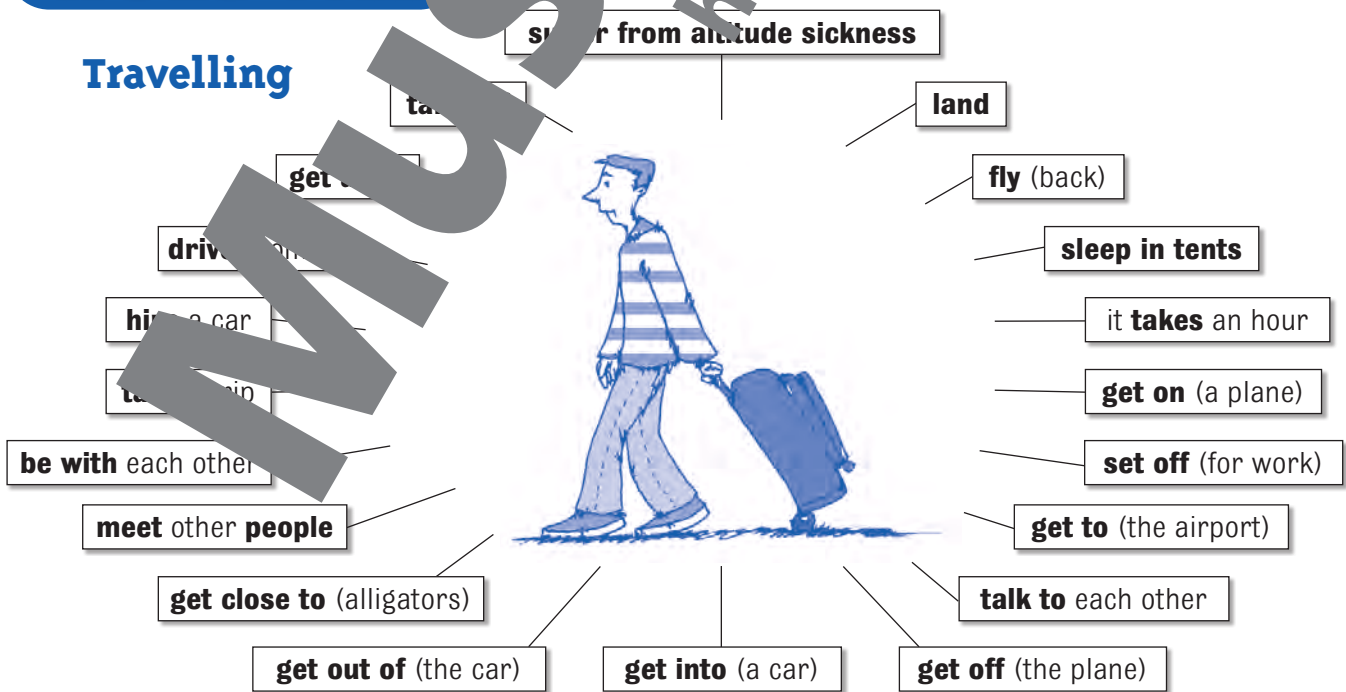
Task You've just read a book you really liked. Write an email (40–70 words) to your friend recommending the book.

In your email:

- say what you read
- recommend it to your friend
- say what was great about the story

WORD FILE

Travelling



MORE Words and Phrases

	experience	<i>Would you talk about a bad experience?</i>	Erfahrung
1	across	<i>We travelled across the Rocky Mountains.</i>	über
	anyone	<i>There was never anyone at the beach, so we could gallop as much as we wanted.</i>	irgendjemand; jede/r
	century	<i>In the 17th century, London was a much smaller city.</i>	Jahrhundert
	countryside	<i>We really enjoyed the beautiful countryside.</i>	Land(schaft)
	decision	<i>She made the right decision.</i>	Entscheidung
	explore	<i>They explored the land.</i>	erkunden
	explorer	<i>Mary Kingsley isn't the only famous female explorer.</i>	Forscher/in
	market	<i>I bought some flowers at the market yesterday.</i>	Markt
	sail	<i>They wanted to sail back by sea.</i>	segeln
	smell	<i>The food on the plane had a terrible smell.</i>	Geruch
	traveller	<i>Many travellers come here by train.</i>	Reisende/r
2	lonely	<i>You'll get pretty lonely here if you don't speak anybody.</i>	insam
4	croc (crocodile)	<i>Crocs have a big and dangerous mouth.</i>	Krokodil
	death	<i>Lady Diana's death was a great shock.</i>	Tod
	weak	<i>The fire was weak but became stronger.</i>	schwach
7	capital (city)	<i>There is a nature park near Florida's capital city, Tallahassee.</i>	Hauptstadt
	for a while	<i>We want to relax for a while.</i>	eine Weile
	look forward to sth	<i>We're really looking forward to the boat trip.</i>	sich auf etwas freuen
	prefer sth	<i>Which of the trips would you prefer?</i>	etwas vorziehen, bevorzugen
	scenery	<i>You can see the beautiful scenery from the mountain.</i>	Landschaft
9	rest	<i>After a rest, she flew to the next city.</i>	(Ruhe-)Pause
10	be afraid (of)	<i>She was afraid because she was alone.</i>	Angst haben / sich fürchten (vor)
	cliff	<i>When you climb a cliff, look down!</i>	Klippe, Kliff
	experienced	<i>The guide is an experienced climber.</i>	erfahren, geschult
	fortunately	<i>Fortunately, it was good weather.</i>	zum Glück
	gear	<i>To go rock climbing, you need the right gear.</i>	Ausrüstung, Sachen
	make friends	<i>I soon made friends with the people on the farm.</i>	sich anfreunden
	rock face	<i>We had to walk up the rock face first.</i>	Bergwand
	view	<i>The view of the mountains is stunning.</i>	Sicht; (Aus-)Blick, Aussicht
11	gradually	<i>Gradually we became better climbers.</i>	allmählich
12	customer	<i>Our customers are very happy with our new machine.</i>	Kunde/Kundin
	departure	<i>Check-in is 2 hours before departure.</i>	Abreise
13	at least	<i>My trip was terrible, but at least I got the money back for my ticket.</i>	wenigstens, zumindest; mindestens
	blanket	<i>I got three blankets and I put on my winter coat.</i>	Decke
	delayed	<i>My flight was delayed by an hour.</i>	verspätet, verzögert
	heating	<i>Please turn the heating on, I'm freezing.</i>	Heizung
	neither	<i>The wifi wasn't working in the rest of the train, either.</i>	auch nicht
	passport	<i>I forgot my passport and couldn't fly.</i>	Reisepass
14	go wrong	<i>This is when things start to go really wrong.</i>	schief gehen
	impossible	<i>Who will win? It's impossible to say.</i>	unmöglich
15	recently	<i>Have you seen any films recently?</i>	kürzlich, vor kurzem, neulich
DVD	get to know sb/sth	<i>She got to know his friends at the party.</i>	jdn/etw kennenlernen
	recommend	<i>I can recommend going to the park.</i>	empfehlen

Reading

1 Read the text. Write the names of the animals under the pictures.

1

2

3

4

5

DANGEROUS CREATURES

Are you looking for dangerous animals? Then Australia is the country for you. Many of the most dangerous animals in the world live there. For example, six of the ten deadliest snakes in the world come from Australia. The travel writer Bill Bryson once wrote that some of the animals in Australia are so deadly that when they bite you, you won't have time to finish your sentence. Before you can say, "Look there's a deadly animal," you're dead!

Some of Australia's dangerous creatures are well-known: the saltwater crocodile, the world's largest reptile, is one of the most famous. Usually they are around 4 metres long, but sometimes they reach a height of 2 metres. They are found on the northeastern coast of Australia, but also for up to a 100 metres or more away from the sea. They are often hiding in rivers and lakes in the area. This is why on most boat tours they tell you not to hold your arm above the water, because there might be a crocodile ready to jump out of the water and bite off your arm.

Other killers are snakes and spiders. The best-known deadly spider is the brown back spider. It lives in city areas, so you're not safe even in your own home. Snakes usually bite most of the time, they only attack when they feel they are in danger. The brown snake and the tiger snake are the most dangerous snakes, but if you get to a doctor straightaway, you won't die from these snake bites.

The most dangerous animal in Australia, however, is not a crocodile or a spider or a snake: it's the jellyfish*. For example, the box jellyfish. It's about 80 cm long and lives in the Great Barrier Reef. Never let this creature sting* you. You can stop breathing* and die in less than three minutes. Some say the Irukandji jellyfish is even more dangerous because it's only 2.5 cm long and very difficult to see in the water.

But jellyfish aren't the only dangers in the sea. Watch out also for the stonefish – its poison can kill a man in two hours.

But don't start thinking about not going to Australia. It's a beautiful country and creatures like these are what help make it so wonderful. Just take care and when you see a sign "Danger – crocodiles!", don't jump into the water!

VOCABULARY: *reptile – Reptil; jellyfish – Qualle; sting – stechen, verbrennen; breathe – atmen

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 The biggest saltwater crocodiles can be
- 2 These crocodiles live of the country.
- 3 On a boat tour it's a good idea not outside of the boat.
- 4 The redback spider is often found in houses. T / F
- 5 Snakes are often very aggressive for no reason. T / F
- 6 A bite from the tiger snake can kill you. T / F
- 7 Why do some people think the Irukandji jellyfish is more than the box jellyfish?
.....
- 8 How long do you have to get to the doctor after a snake bite?
.....
- 9 What advice does the writer give about the wild animals in Australia?
.....

3 Check your answers.

Listening



CD 4
6

4 Listen and write *Ryan, Helen or Steve* under the correct picture. There are two extra pictures.



CD 4
6

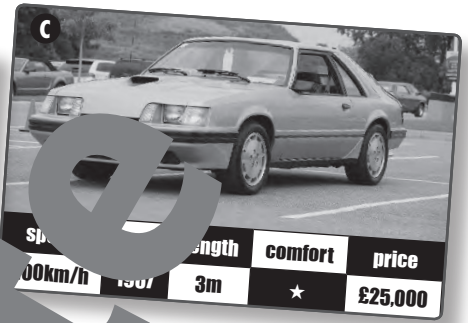


5 Listen again and answer the questions.

- 1 What kind of pet does Ryan think Ryan has?
.....
- 2 How does Ben describe Ryan's dog?
.....
- 3 What pets does Lucy guess that Helen has?
.....
- 4 How does Ben describe Helen's snake?
.....
- 5 Why wasn't Steve allowed a dog?
.....
- 6 How does Olga describe the spider?
.....

Grammar Comparatives and superlatives

6 Look at the information about three cars. Circle T (True) or F (False).



- Car C is more expensive than car B but not as expensive as car A. T / F
- Car A is faster than car B but not as fast as car C. T / F
- Car B is older than car A but not as old as car C. T / F
- Car A is as long as car B but not as long as car C. T / F
- Car C is more comfortable than car A and B. T / F
- Car A is as expensive as car B. T / F
- Car B is the longest. T / F
- Car C is the fastest. T / F
- Car C is as new as car B, but car A is the newest. T / F
- Car A is the most uncomfortable. T / F

7 Complete the sentences with a superlative.

- A Charles and George are good at Maths.
B Yeah, but I'm the
- A Tammy and Georgie got really cute dogs.
B Yeah, but my dog is
- A Nigel's and Geoff's girlfriends are really pretty.
B Yeah, but my girlfriend is
- A Paul and Steve have really cool bikes.
B Yeah, but mine is
- A The teacher said the twins are really intelligent.
B Yeah, but
- A Mum and Dad got really expensive cars.
B Yeah, but Dad's car is



8 In your exercise book, rewrite the sentences so that they mean the same.

Example: Anna is older than Janet. → Janet is not as old as Anna.

- Squash is more exciting than tennis.
- Rome is bigger than Naples.
- Finland is not as hot as Greece.
- Hungarian is not as easy as Spanish.
- Natasha is much friendlier than Victoria.
- The hotel in Edinburgh was much worse than the hotel in Glasgow.
- Romantic films are not nearly as exciting as fantasy films.
- Detective films are not nearly as funny as cartoons.

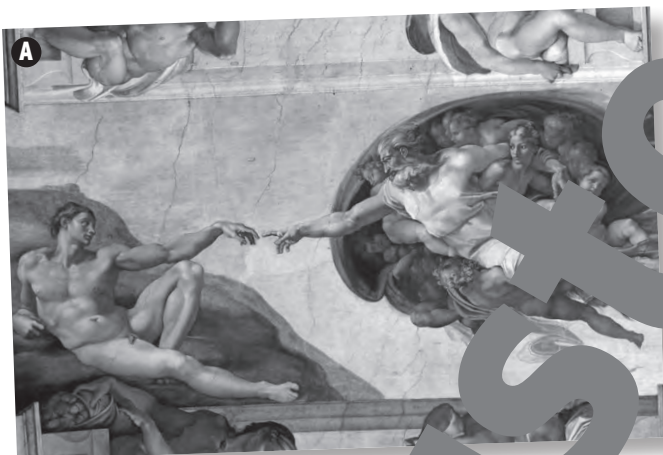
9 Complete the text using the correct form of the adjectives in brackets.



Sequels* are never usually as ¹ (good) as the first film in a series. For example, *Speed* was an ² (awesome) film. *Speed II* was ³ (bad) film ever made. *Spiderman* is ⁴ (exciting) superhero film I've seen. *Spiderman II* is ⁵ (boring) ever made. Of course, this isn't always true. What about *Shrek*, for example? I think that *Shrek II* is ⁶ (good) than *Shrek*. I think that it is ⁷ (funny) and I also like the story is ⁸ (interesting). Don't get me wrong. Like *Shrek*, it's a ⁹ (great) film. It's a lot ¹⁰ (intelligent) than most Hollywood films. But I just don't think it is as (funny) as the sequel. I think *Shrek II* is ¹² (great) animated film ever made.

VOCABULARY: *sequel – Folge, Fortsetzung

10 What do you think of these paintings? Write a sentence to compare them. Use the adjectives in the box to help you.



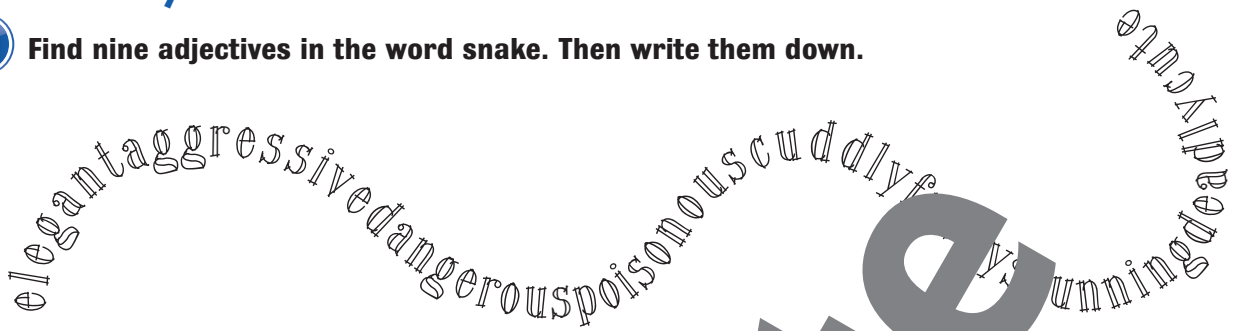
- old
- beautiful
- good
- modern
- exciting
- interesting
- ugly

Painting A is the best.
 I think painting B is the most beautiful.



Vocabulary

11 Find nine adjectives in the word snake. Then write them down.



1	6
2	7
3	8
4	9
5	

12 Choose the correct adjective.

- That snake is *deadly* / *furry* / *stunning*. One bite kills you.
- Her dog is so *aggressive* / *cuddly* / *elegant*. I just want to hold it in my arms.
- His rabbit's got a lot of hair. It's very *stunning* / *furry* / *dangerous*.
- That bird is bright red, yellow and blue. It's completely *stunning* / *deadly* / *cute*.
- Don't drink that! It's *cuddly* / *aggressive* / *poisonous*.
- It's a very *dangerous* / *stunning* / *poisonous* part of town. Never go there at night.
- Don't touch that dog. It's *furry* / *stunning* / *aggressive* and might attack you.
- Dave wore his best clothes, including a beautiful suit and tie. He looked very *furry* / *elegant* / *poisonous*.

13 Unscramble the words.

Helena Look at the animal. It's (arodlbea). What is it?

Juliet It's a slow loris. It looks cute, but it's quick to

2 (tkatac).

Helena Really? Why?

Juliet It's (oosin)

3 (ddn) (oosin) It produces a

4 (oopsin)

5 that can be deadly.

Helena That sounds pretty

6 (thgirnnfgei).

7 (popsuse)

8 I better (tyas)

9 away from it then.

Juliet Good idea, I totally (regae).



Developing writing skills Fact file

14 Read the task and what a student wrote. Why do we need sharks?

Task

Write a fact file about an endangered animal (120–170 words).
In your fact file, say:

- what the animal is and what it looks like
- where it can be found
- why it is endangered
- what we could do to save it
- why it is important to you to save it

The endangered animal I want to write about is the mako shark. Here's what you need to know.

- There are two types, shortfin and longfin.
- They are big (3.2 to 4.5 metres).
- They can weigh up to 800 kgs.
- They hardly ever attack humans.

Mako sharks are found in all warm oceans. They live in the seas off Asia, Brazil and in the Gulf Stream, but there have also been many shark sightings around France and Italy. They are endangered because fishermen (especially in Asia) hunt them.

- because their meat is delicious
- because their fins* are used in medicine

Some fishermen only take the fins and throw the fish back to die. This is terrible. That is why we should forbid the fishing of sharks. And we shouldn't buy their meat.

I think that sharks are important because

- they eat older and dying fish
- ◆ they keep the ocean clean from other dangerous fish

Save the mako shark!!!!!!!!!!!!!!

VOCABULARY

*fin – Flosse

Language tip:

Using punctuation

When writing a text, be consistent (einheitlich). For example when you are doing bullet points, use one type of bullet point only and lay them out clearly. But only use them when you have several points to make.

For strong messages use exclamation marks (!) but don't overdo them. And never use more than one exclamation mark in a row!



15 Look at the text again.

1 What is wrong with the bullet points?

.....

2 Should you use them in all of the examples above? Why (not)?

.....

3 Where else could you put exclamation marks? Mark them in.

.....

4 Where in the text is the writer using too many exclamation marks?

.....

Writing tip:

Writing a fact file

- Carefully check your facts.
- If you use the internet, don't only look at one site. Check the information on several.
- Do not copy the text but rephrase using your own words.
- Do not copy over difficult words you do not understand.
- Lay your page out well. Use one or two pictures to help the reader understand your text.

16 Now write your own answer to the following task.



Write a fact file about your favourite animal (200–170 words).

In your fact file, say:

- what the animal is and what it looks like
- where it can be found
- what its life is like
- why it is your favourite animal
- why it is important to you

Everyday English Dangerous dogs

DVD Look at the phrases on page 40 in your Student's Book again. Use them to complete the dialogues.

1 A Do you like Jenny playing the guitar? I think she's terrible.

B I don't agree. — she's not a good player, but she's not terrible!

A Do you think we should get a dog for grandma?

B It'd be great for her to have a pet for company, but maybe a dog would be too much work for her.

3 A Do you think Mrs Morrison would look after Blackie while we're away?

B She said no last time we asked her.

A Yeah, Maybe we need to ask somebody else.

MORE Words and Phrases

1	among	<i>I found your message among my emails.</i>	unter	
	cute	<i>Shrek is too cute for me.</i>	niedlich, süß	
	deadly	<i>The bite of the taipan snake is deadly.</i>	tödlich	
	rabies	<i>Rabies is a very dangerous illness in animals.</i>	Tollwut	
	seal	<i>Seals and sea lions are the great white shark's food.</i>	Robbe, Seeotter	
3	lizard	<i>Dave keeps a lizard as a pet.</i>	Echse	
6	arrive	<i>Her aunt and uncle arrived a week ago.</i>	ankommen	
	badly	<i>She was bleeding badly.</i>	schlecht; hier: stark	
	bleed	<i>He fell over and his knee started bleeding.</i>	bluten	
	bleeding	<i>He helped control the bleeding.</i>	Blutung	
	calm	<i>In a loud but calm voice she said what happened.</i>	ruhig, gelassen	
	contact sb	<i>An organisation contacted her.</i>	sich mit jdm in Verbindung setzen	
	event	<i>Her first concert in the US was an important event.</i>	Ereignis	
	heart	<i>Bethany's heart beats faster every time she sees something dark in the water.</i>	Herz	
	neither	<i>She tried one wave, but it didn't work. Neither the next or next.</i>	auch nicht; weder; keine	
	nightmare	<i>A dream can turn into a nightmare.</i>	Albtraum	
	offer	<i>They offered her a job as a photographer.</i>	anbieten	
	offer	<i>It was an interesting offer.</i>	Angebot	
	panic	<i>She didn't panic after the shark attacked her.</i>	in Panik geraten	
	several	<i>Beyoncé starred in several movies.</i>	einige; verschiedene	
	take control	<i>She immediately took control and called the police.</i>	die Kontrolle übernehmen	
	wrap sth	<i>He wrapped his arm around Bethany's wound.</i>	etwas einwickeln	
	9	advise sb against sth	<i>Gilman advises against swimming with sharks.</i>	jdm von etwas abraten, jdn vor etwas warnen
		defend	<i>Sharks defend their territory.</i>	verteidigen
		diver	<i>Swimmers and snorkelers are in more danger than scuba divers.</i>	Taucher/in
		explain	<i>The teacher explained the problem.</i>	erklären; erläutern
fear		<i>Sharks are bigger than their fear.</i>	Angst	
feed		<i>After a large meal, crocodiles don't need to feed for a long time.</i>	fressen	
frightening		<i>A shark's mouth is a frightening sight.</i>	erschreckend, beängstigend	
however		<i>There aren't many species of shark that attack humans. However, some can be very dangerous.</i>	aber; dennoch; allerdings	
length		<i>Sharks can grow up to the length of two cars.</i>	Länge	
mistake sb for sth		<i>Sharks sometimes mistake humans for seals.</i>	etwas mit etwas verwechseln	
on average		<i>Great whites kill only one person every 8 years on average.</i>	im Durchschnitt	
suppose		<i>I suppose it does. But not here in California.</i>	annehmen	
take care		<i>People should take care.</i>	aufpassen, sich hüten	
12		expensive	<i>That shirt is too expensive!</i>	teuer
		e.g.	<i>You can eat tropical fruit there, e.g. mango, pineapple and papaya.</i>	z.B.
	horrible	<i>I think this movie is just horrible!</i>	grausam, furchtbar	

Reading

1 Read Susan's letter and put these photos in the order in which she took them.



Dear Aunt Helen,

I've just got back from a school trip to London. We were there for three days and I can tell you – it was really tiring*. We walked everywhere and I'm a bit exhausted (but it was pretty cool, too). We were with our teachers most of the time, so we didn't have much free time, but we saw all the famous places, so that was good and it made Mum happy, too. Actually, some of them were quite interesting. I liked St Paul's Cathedral so we went there on the second morning. We walked up all the 500+ steps, and when we got to the top there was a great view of London. It was well worth the climb. It was a really sunny day so we could see far more than the morning before, when we were on the London Eye. That was a bit disappointing because it was quite foggy and we could hardly see anything. After St Paul's, we went to see a film in that big cinema in Leicester Square – the cinema is fantastic but the tickets were really expensive. It's much more expensive than going to the cinema back home in Leeds.

On our first evening we went to the Globe Theatre and saw a Shakespeare play. It was called *A Comedy of Errors*. OK, the language was kind of strange but I got most of it and the actors* were really great. And the costumes they wore really looked the same. They were great. We laughed quite a lot. The only thing that was a bit boring was that we had to stand for two hours. That's because we had the old-fashioned seats, in other words – no seats! But you could walk around a bit, so it was OK in the end.

The best thing of the trip was the shopping, of course! The teachers gave us two hours of free time every day. We went to Covent Garden (I bought a shirt there), and to Camden Market. I bought a pair of shoes and Lucy bought a funny hat. It's red with a big white flower in it! She thought it was really nice and I was so sure. That's why I didn't buy one for me.

Yesterday was our last day and we went to the Science Museum. Now, that really is a great museum. There are hundreds of working machines and lots of buttons to press. We had a lot of fun there. For that, we had an hour to wait, so I bought this card and thought I'd write to you. Unfortunately, I was talking with Lucy so I had to write it at home. But the good news is that I decided to write you a proper letter too. Anyway, Mum says we can come and see you soon, so get ready for us! I can't wait.

Love,
Susan

VOCABULARY: *tiring – ermüdend; actor/actress – Schauspieler/in

2 How many of these tasks can you do?

- 1 Susan is tired after the trip because
 - they had to go everywhere on foot.
 - they didn't sleep much.
 - they arrived home late.
- 2 Susan's mum wanted her to
 - buy her a present. enjoy the sights of London. not spend too much money.
- 3 Susan thought St Paul's Cathedral
 - had too many steps. was higher than the London Eye. was really good.
- 4 Susan found *A Comedy of Errors* difficult to understand. *fact / fiction*
- 5 There were twin actors in the play. *T / F*
- 6 The play was nearly three hours long.

Answer the questions in one sentence.

- 7 How many hours in total did Susan spend shopping?

.....
- 8 What did Susan think of what Lucy bought?

.....
- 9 What did Susan like about the Science Museum?

.....


3 Check your answers.

Listening

CD 4
7



4 First, read about Dick Whittington. Then listen to the conversation about him. Are the sentences (1–8) fact or fiction? Circle the correct option.



Most of us have heard the story of Dick Whittington, the poor man who became extremely rich and then became the mayor of London. And most of us probably think the story is a legend – a bit like Robin Hood. But in fact he was a real person. However, the story we heard when we were children is not completely true.

- | | |
|---|--|
| 1 He came from a poor family. <i>fact / fiction</i> | 5 After hearing some bells he decided to return to London. <i>fact / fiction</i> |
| 2 He was mayor of London four times. <i>fact / fiction</i> | 6 He made money from the Royal Family. <i>fact / fiction</i> |
| 3 He had a cat. <i>fact / fiction</i> | 7 He knew kings. <i>fact / fiction</i> |
| 4 He made a lot of money selling his cat. <i>fact / fiction</i> | 8 He gave a lot of money to the poor. <i>fact / fiction</i> |

Grammar Relative pronouns

5 Write *which*, *who* or *whose* in the spaces to complete the questions. Then do the quiz.

- 1 What's the name of the river flows* through London?
a) the Severn c) the Thames
b) the Dee
- 2 Many tourists go to London want to see Big Ben. But what is Big Ben?
a) a clock c) a bell
b) a tower
- 3 What is the name of the giant wheel you can find on the south bank of the river?



- a) the London Eye
b) the London Wheel
c) the London Roundabout
- 4 What's the name of the architect designed St Paul's Cathedral?
a) Charles Dickens
b) Christopher Wren
c) Tim Vickery

- 5 What do you call the guards protect the Crown Jewels?
a) Steakmen c) Beefeaters
b) Porklopers
- 6 Who was the famous writer kept a diary of London in the 1600s?
a) John Pepys
b) Christopher Wren
c) William Shakespeare
- 7 What's the name of the area of London was a flower market until about 40 years ago?
a) Covent Garden c) Hyde Park
b) Waterloo
- 8 What is the name of the famous fictional detective address is 221B Baker Street?
a) James Bond c) Alex Rider
b) Sherlock Holmes
- 9 What is the name of the London football team stadium is called Stamford Bridge?
a) Arsenal c) Chelsea
b) West Ham

VOCABULARY: *flow – fließen

6 Choose the correct relative pronoun to complete the sentences.

- 1 La Trattoria is the restaurant *who / whose / which* makes the best pizza in town.
- 2 Gareth Bale is the player *who / whose / which* Real Madrid paid a lot of money for.
- 3 James is the man *who / whose / which* sits next to me in French.
- 4 He's the man *who / whose / which* dog wakes me up every morning at 6 a.m.
- 5 London is the city *who / whose / which* has the best football teams in the UK.
- 6 They're the people *who / whose / which* daughter is an opera singer.
- 7 My friend is the girl *who / whose / which* birthday is on the same day as yours.
- 8 Euston is the station *who / whose / which* is the busiest in London.
- 9 Mr Thomas is the teacher *who / whose / which* teaches us English.

7 In which of the sentences in 6 is *that* also possible. Tick the boxes.

- 1 2 3 4 5 6 7 8 9

8 Put the words in order to make sentences.

1 man / made the film / *Jurassic Park* / the / who / is / Spielberg

Spielberg is the man who made the film Jurassic Park.

2 the girl / know / lives upstairs? / Do / that / you

3 to / this / goes / which / Piccadilly Circus? / Is / the bus

4 I've got / London. / lives / who / a / in / friend

5 you / you / much? / liked / T-shirt / which / Did / the / so / buy

6 the / Where's / this door? / who / key / the / has / to / woman

9 Complete the sentences with your own ideas.

- 1 Mum is the person in our house who
- 2 My bedroom is the place that
- 3 The headmaster is the person whose
- 4 My best friend is the person who
- 5 Reading is a hobby that
- 6 Parents are the people whose

10 Write sentences like in the example in your exercise book. Use your own ideas.

Example: *William Shakespeare is the man who wrote Romeo and Juliet.*



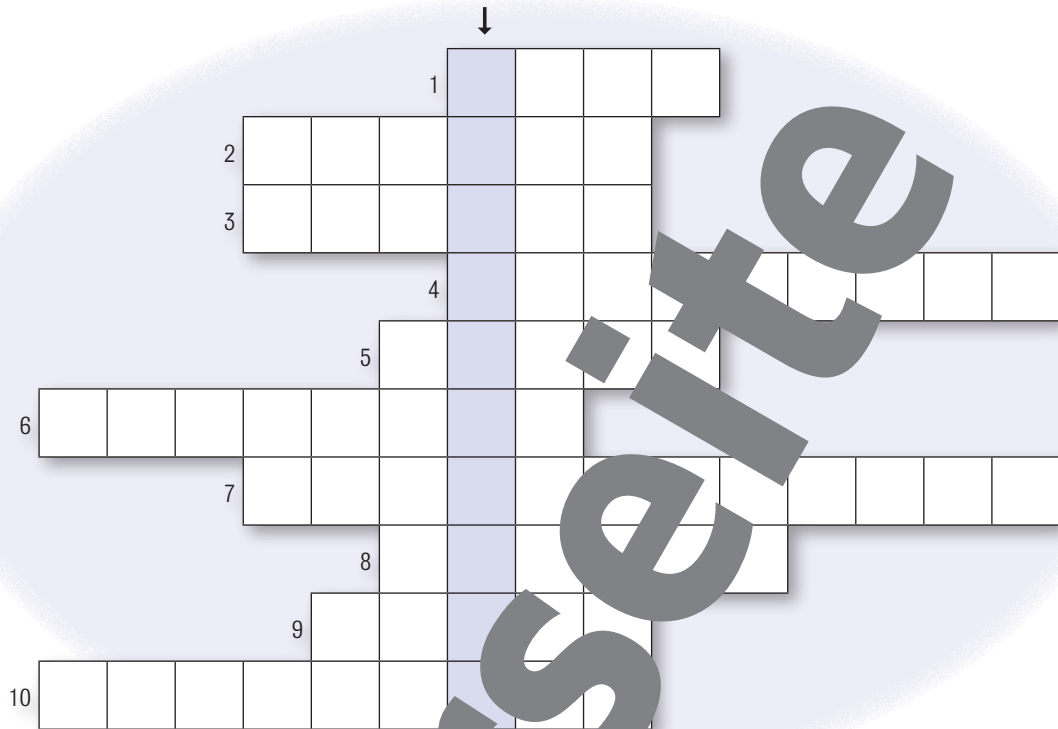
Vocabulary

11 Rearrange the words to make places around town.

- | | | | |
|----------------|-------|-------------|-------|
| usaer | ..... | tar leygrla | ..... |
| ponhpsig cnetn | ..... | mmsueu | ..... |
| bdigre | ..... | rpak | ..... |
| cttrisid | ..... | rtets | ..... |
| itoants | ..... | sspho | ..... |
| trewo | ..... | bglidunisi | ..... |

12 Use the clues to complete the crossword and find the secret word.

(Clue: It's the name of one of London's railway stations.)



- 1 Relax and watch the world go by in Hyde ...
- 2 Take a photo of Nelson and his horse on Trafalgar ...
- 3 Watch boats sail under Tower ...
- 4 Visit Soho, one of London's most ...
- 5 Take a boat trip on the ...
- 6 Take a train ride from one of the ... many ...
- 7 Visit Tate. One of the best ... in the world.
- 8 Walk down Oxford ... and ... the shops.
- 9 Covent Garden has cool ...
- 10 Go and look at some of London's modern ... like City Hall and The Shard.



13 Match the words with their definitions.

- | | | |
|----------------|--------------------------|--|
| 1 train | <input type="checkbox"/> | to stay away from something |
| 2 exercise | <input type="checkbox"/> | a hundred years |
| 3 popular | <input type="checkbox"/> | well-liked by everybody |
| 4 queue | <input type="checkbox"/> | a line of people at a bus stop, inside a cinema, etc. |
| 5 we recommend | <input type="checkbox"/> | say to somebody that something is so good they should do it, too |
| 6 century | <input type="checkbox"/> | physical activity that makes you stronger, faster, etc. |
| 7 recommend | <input type="checkbox"/> | cars, buses, bikes, etc. moving in the street |
| 8 popular | <input type="checkbox"/> | another name for the London underground train system |
| 9 queue | <input type="checkbox"/> | a person who goes to a city, a museum, etc. to see something there |
| 10 avoid | <input type="checkbox"/> | opposite of strong |

14 Read the task and what a student wrote. What is Hanna really interested in?

Task

Imagine you are on a holiday in Oxford. Write an email or letter to your uncle (120–180 words). Write about:

- where you're staying
- some of the sights
- the things you like best
- what you've bought
- your plans for tomorrow

Dear Uncle Lawrence,

Finally! We've made it to Oxford for the weekend, and Mum and Dad are visiting old friends, so I've got some time for myself. We're staying in a bed & breakfast in Abdingdon Road. It's only a 20-minute walk to the city centre, which is great. This morning Mum and Dad dragged me to the Ashmolean Museum, but after that I went to Christ Church College on my own to see the Harry Potter dining hall. Awesome! I took some really great photos.

There are some great places in Oxford, and Christ Church with its hall is the best.

I also went to that large bookshop you told me about. I didn't buy a book, but they had a magic wand like Harry uses, so I bought that. Thank you for the money you gave me, it was a big help.

Tomorrow it's going to rain, so I can't go punting on the river. I hope the day won't be boring. Maybe I'll go to the cinema. There's an afternoon showing of "Fantastic Beasts 2".

Best wishes,
Hanna



Language tip:

Apostrophes

Apostrophes can be difficult to get right. Sometimes students add them when they are not needed (No Dog's Allowed), other times they miss them out altogether (Carolines letter).

15 Look at the text again. Look at the highlighted words and correct the ones that are wrong.

Writing tip:

Writing an email / a letter to a friend, a relative* ...

Consider the following for your writing:

- Who are you writing to?
- Are there any questions from their letter you have to answer?
- Do you want to say thank you for anything?
- Do you have questions yourself?
- What do you want to tell them? What is your news?
- Don't forget to ask how the other person is
- End your letter with *Best wishes, Love, Yours*, etc.

VOCABULARY
*relative – Verwandte/r

16 Now write your own answer to the following task.

Task

Imagine you are on holiday somewhere in Austria. Write an email or letter to a relative (100 words). Write about:

- where you're staying
- what you're doing
- people you have met
- food and weather
- the things you like best
- your plans for tomorrow

Everyday English

DVD Look at the phrases on p. 49 in your Student's Book again. Use them to complete the dialogues.

- 1 A If you want to buy yourself a new bike, why don't you make some money by washing
.....'s cars?
B But I'm not sure there are many people who want
the car washed.
A But, isn't it?
- 2 A? Can I go to Greece on a camping tour with my friends during the holidays?
B, Nick! You're only fourteen! Of course you can't go!
- 3 A Look, Ruby, help me tidy up the house and I'll take you to your favourite restaurant on
Sunday.
B OK, Dad, but only if I can have a double portion of lemon ice cream!
A

MORE Words and Phrases

1	in advance	<i>Book your ride in advance.</i>	im Voraus
	be (not) allowed to do sth	<i>I wasn't allowed to ride the London Eye.</i>	etwas (nicht) tun dürfen
	attraction	<i>Take a look at the many attractions London offers.</i>	Sehenswürdigkeit
	building	<i>Look at that beautiful old building over there.</i>	Bauweise
	collection	<i>Tate Modern has a great collection of art.</i>	Sammlung
	gallery	<i>The old factory building is now an art gallery.</i>	Galerie
	giant wheel	<i>The London Eye is a giant wheel.</i>	Riesenrad
	government	<i>The British government meets in the Houses of Parliament.</i>	Regierung
	hand	<i>The giant clock's hands are 2.7 and 4.3 metres long.</i>	Uhrzeiger (Uhr)
	the Houses of Parliament	<i>When you go to London, you must see the Houses of Parliament.</i>	das Parlament (von Großbritannien)
	other	<i>My school is on the other end of the town.</i>	andere/r/s
	play	<i>We watched a play by Shakespeare in London.</i>	Theaterstück
	queue	<i>There's always a long queue at the Tower of London.</i>	Schlange, Reihe
	raise	<i>They raise the bridge to let ships go through.</i>	(an-)heben, hochziehen
	raven	<i>Make sure to look out for the ravens at the Tower of London.</i>	Kolkrabe
	theatre	<i>Shakespeare played in the Globe Theatre.</i>	Theater
	visitor	<i>Visitors can go in City Hall.</i>	Besucher/in
	which	<i>This is the shop which sells the best cakes.</i>	welche/r/s
5	district	<i>There are many great districts in London.</i>	Gebiet; Bezirk
	square	<i>In the middle of the square is a large tree.</i>	Platz
7	thrilling	<i>A ride on the London Eye can be thrilling.</i>	aufregend
8a	brick	<i>Watch out! I just saw a brick falling down.</i>	Ziegel(stein)
	built of	<i>They built London's oldest houses and houses built of brick, not wood.</i>	aus ... gebaut
	burn down	<i>Almost all the houses burned down.</i>	abbrennen
	century	<i>In the 17th century London was a much smaller city.</i>	Jahrhundert
	narrow	<i>London had narrow streets and wooden houses.</i>	eng, schmal
	rebuild	<i>Many people had to rebuild their houses.</i>	wieder aufbauen
10	entertainment	<i>Go to Covent Garden and watch the street entertainment.</i>	Unterhaltung
	market	<i>Covent Garden was a flower market.</i>	Markt
	memorial	<i>A memorial to Princess Diana is in Hyde Park.</i>	Denkmal
11	get tired (of)	<i>When I get tired of running I stop and feed the ducks.</i>	etwas satt haben
12	I guess	<i>Yes, I guess that could be fun.</i>	ich nehme es an
	loads (of sth)	<i>They go to loads of concerts in London.</i>	eine Menge
	skin	<i>There are many people with different colours of skin in London.</i>	Haut
	traffic	<i>There's a lot of traffic in London.</i>	Verkehr
13	underground	<i>This underground museum is about torture.</i>	unterirdisch

Reading

1 Read the story.

The Maths test

It was the day before the most important test of the year.

Maths! I don't like Maths. I just don't understand it. All those numbers. Give me words. I love words.



I was looking at my book on the desk and trying to study. But I just didn't understand it. I kept thinking about my birthday on Friday. Get a bad mark in my Maths test and no party. I was sad. You are turning thirteen, hey! you are finally a teenager, Cathy, and what do you get? Prime numbers like 13. Which you have to use in Maths problems nobody understands. Boy, talk about unlucky numbers!

Then I remembered. Don't you get one wish for every birthday? I know, I'll make a wish now, the day before. I looked at my watch. I was thirteen and the party was on. I wished for the best birthday party ever. I made a second wish. "Please, please let me get the top mark in the class. Better than Kate Holmes, better than James Love, better than all those clever kids who always get the top marks."

I smiled at myself because that was a wish that all the boys in class were in love with me or Dad. I never thought when I'm just about to leave for school, in the morning when I went to bed. I was tired from all the wishing. The next day I woke up and went to school. I was nervous. It was test day and I didn't know what to do. I put the photo of Rags on the desk. He's my dog and he's my lucky charm*. It often brings me good luck. The test was very difficult and I didn't have a good feeling about it. "There goes my second wish," I thought. "But maybe, just maybe, it's not as bad as I fear."

The next day I got to school and I was really nervous. Results. Was this the end of my party? We got to the classroom, but Miss Chappell was not there. The headmaster arrived. Miss Chappell was ill. Results only on Monday.

I was happy. "That's a good sign," I thought. "Now that the first wish came true, maybe the second wish will too."

The party was great. Everyone was there. Kate Holmes and James Love talked about the Maths test most of the time. I didn't care. I just danced.

So did both wishes come true? I had the best party ever, that's true. And the second wish? Well, on Monday morning Miss Chappell was there. I got my results. 33.33% exactly. The worst result in the class. Not even a prime number. Yes, it was that bad! There will be another party. And there will be another test. Maybe I'll start studying right away. Or tomorrow. Yes, I'll really start tomorrow.

VOCABULARY
*lucky charm – Glücksbringer

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 Cathy doesn't , but she loves words.
- 2 Instead of studying for Maths she was thinking
- 3 If she wants a party, Cathy has to get a
- 4 The day before the test, Cathy
 - made two wishes.
 - made a wish to understand all the Maths problems
 - started studying hard for the test.
- 5 Cathy's lucky charm
 - was on her desk at home.
 - was a picture of her dog.
 - always worked.
- 6 The test was difficult
 - and Cathy hoped for another chance in a new test.
 - but Cathy hoped it wasn't as bad as she had feared.
 - and Cathy knew right away there was no birthday party this year!
- 7 Why did Cathy have a birthday party ?
.....
- 8 How does Cathy describe the party ?
.....
- 9 How did Cathy do in the test?
.....



3 Check your answers.

Listening

CD 4
8



4 Listen to Akira (Japan), Carmita (Mexico) and Luis (Spain) talking about superstitions in their countries. Then check if (True) or F (False).

- 1 In Japan people are superstitious. T / F
- 2 Japanese people consider white snakes to be a good thing. T / F
- 3 There are a lot of white snakes in Japan. T / F
- 4 Carmita has to pray to San Antonio for 10 nights if you want him to help you. T / F
- 5 Carmita is going to buy a statue of San Antonio. T / F
- 6 Carmita is sure she'll find a boyfriend without San Antonio. T / F
- 7 A lot of students live in Salamanca. T / F
- 8 The frog on the door of the university is made of stone. T / F
- 9 Students touch the frog with both hands for good luck. T / F

Grammar 1st Conditional

5 Match the sentence halves.

- | | |
|------------------------------------|---|
| 1 If you wear that shirt, | <input type="checkbox"/> it'll bite you. |
| 2 If you invite her to the cinema, | <input type="checkbox"/> will you be at home? |
| 3 If you touch that dog, | <input type="checkbox"/> he'll have an accident. |
| 4 If it's hot tomorrow, | <input type="checkbox"/> we'll be home by ten. |
| 5 If I phone you at nine, | <input type="checkbox"/> you'll look really good. |
| 6 If he drives that fast, | <input type="checkbox"/> will you buy me a chocolate? / me? |
| 7 If we leave now, | <input type="checkbox"/> we'll go to the ... |
| 8 If I give you some money, | <input type="checkbox"/> I'm sure she'll say yes. |



6 Underline the correct forms.

- A Come on. Hurry up.

B Don't worry. If we miss / will miss the bus, we take / will take a taxi.
- A I don't want to eat an orange, Mum.

B But if you don't eat / won't eat fruit, you get / will get a cold.
- A I'm sorry. I'm really busy.

B Oh please! If you help / will help me, I give / will give you my best pen.
- A Jeff eats too many sweets.

B I know. If he doesn't stop / will stop eating sweets, he has / will have problems with his teeth.
- A Oh no! I'm going to be late for school again.

B No, you're not. You are / will be OK if you run / will run.
- A She goes / will go to the party if you invite / will invite her.

B Do you think so? I don't think she likes me very much.

7 Use the words to make questions.

- What / you do / rain / the weekend?

What will you do if it rains at the weekend?
- What / programme / watch / turn on the TV tonight?

.....
- What / you eat / hungry / after dinner tonight?

.....
- Where / you / go away / this weekend?

.....
- What / you play / play sport / this weekend?

.....
- Who / you talk to / phone someone / tonight?

.....

8 Rewrite the sentences using *unless*.

1 I won't help him with his work if he doesn't ask me to.

I won't help him with his work unless he asks me to.

2 If it is not very important, he won't phone me.

He won't phone me

3 He will be sick if he doesn't stop eating.

.....

4 If you don't study for the test, there won't be a party.

.....

5 You won't be here in time if you don't run.

.....

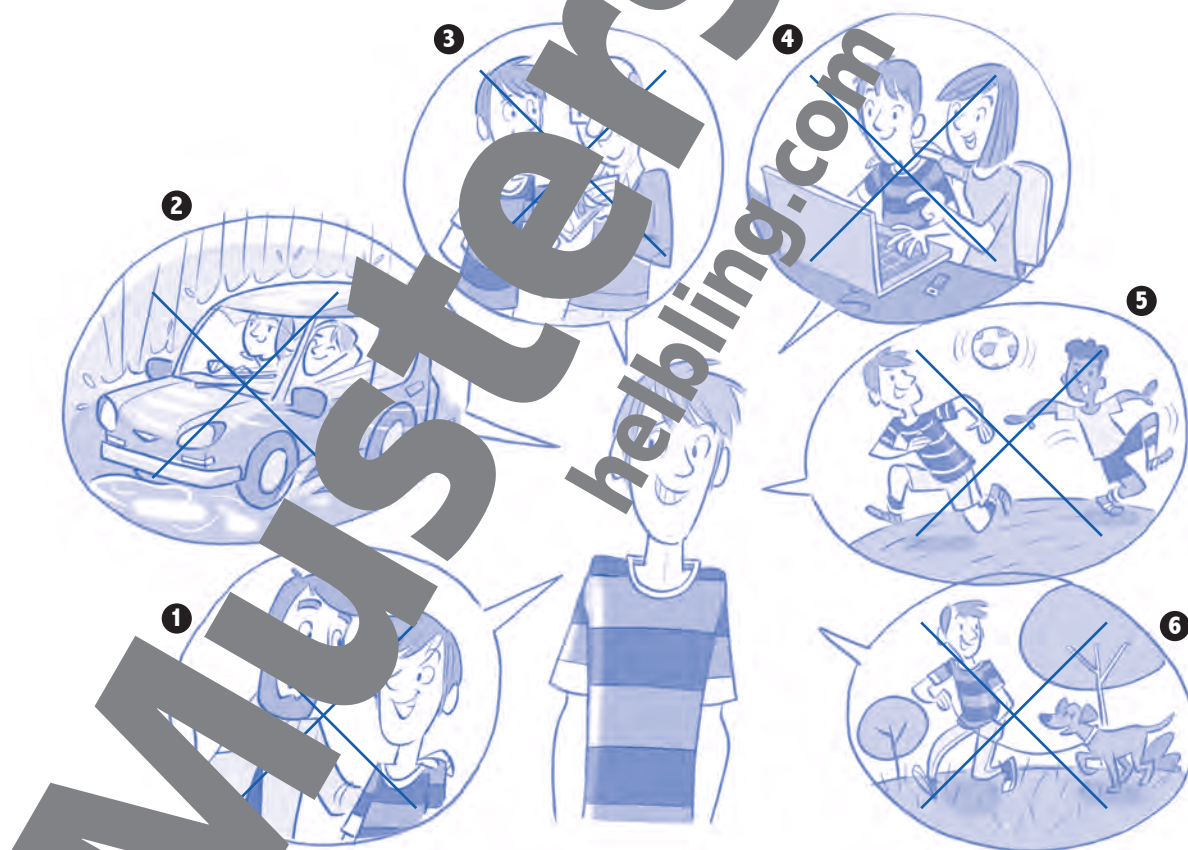
6 Mary won't have to go there if she doesn't want to.

.....

7 He won't speak if you don't speak to him first.

.....

9 Look at the picture. Write down what Lucas says



1 If my mother is angry with me, *he doesn't speak to me for a week*

2 If my mother is angry with me,

3 If my grandfather is angry with me,

4 If my sister is angry with me,

5 If my friend is angry with me,

6 If my dog is angry with me,

Vocabulary

10 Complete the mini-dialogues with the sentences from the box.

Because it'll bring me bad luck, of course. I just don't. I think we make our own luck.
 No, not at all. Yes, I am. Very.
 No, I don't. I think they're silly. Well, for example, I never walk under a ladder.

- 1 A Are you superstitious?
 B
- A What sort of things do you do?
 B
- A Why not?
 B
- 2 A Do you believe in superstitions?
 B
- A Why not?
 B
- A So you don't have a lucky charm, for example?
 B

11 Fill in the correct forms of *bring, make, cause*.

If you break a mirror,
 It ¹ bad luck they say
 And if you break a vase
 could that be OK?
 If you see a rainbow,
² a wish? Yes or no?
 Will the wish ³ true
 I don't think so; well, do you?
 I ⁴ so many wishes
⁵ ever true
 Maybe ⁶ many wishes
⁷ bad luck to you.

12 Match the words with the pictures.

- pavement
- ladder
- campfire
- tiger's eye
- mirror



13 Complete with the words from the box.

held on tight catch a cold silly scary
superstitions had such good luck good luck



I know this is a 1..... story and if you don't believe in 2....., you'll laugh about it. I bought one of those ribbons that bring you 3.....

One day I went to the top of the mountain. I climbed a ladder to get a good view of a 4..... It was a bit 5..... because there were no trees around and there was strong

wind. Suddenly I slipped. I 5..... couldn't get my legs back on the ladder. In the end I couldn't hold on any longer and fell. I landed hard in the snow. That was the last thing I remember.

When I woke up again, I was sitting at a table in a warm room. A man said, "I found you in the snow and brought you here. I've no idea how long you were there." I think I'm lucky to be alive. I'm sure I 6..... because I was wearing the ribbon. No broken bones. I didn't even 7.....!



Developing speaking competencies

14 Put the dialogue in correct order.

- Connor There's a roller disco opening. Do you want to go?
- Connor I don't like the sport centre.
- 1 Dawn Are you free on Friday evening?
- Connor It will be great. I won't be late.
- Connor Roller disco and pizza. Sounds like the perfect evening.
- Dawn I'm free from seven and half past seven, eight o'clock.
- Dawn Neither will I. And after we could go to the pizza restaurant. How about it?
- Dawn I'd love to. Where is it?
- Dawn Eight, that should be OK. Why?
- Dawn Let me see. What time?
- Dawn OK, why don't we meet outside at about 7.45?



CD4
9

15 Listen and check.

Developing writing skills Making arrangements

16 Read the task and what a student wrote. What should Mum do if there is a problem?

Task

You've just found a note on the refrigerator door. It says:

*Had to leave early. What about the arrangements for the evening?
Let me know and be back by 6. Love, Mum*

You write a note (40–70 words) back in which you tell Mum:

- what your plans are
- what Mum should do
- what you suggest

Dear Mum,
Can't be back by 6. I suggest we meet
at the train station.
I'll phone Kate to let her know we've got to
her place around nine. Let's just take a taxi.
And what about bringing her bag and putting it in
the fridge as a surprise?
See you at the station.
If there's a problem, we'll meet in the afternoon.
Love,
Amy

Useful phrases:

Making arrangements

- Let's meet / go to / do ...
- Why don't you ... ?
- Why can't you ... ?
- I suggest ...
- What about meeting ... ?

17 Now write your own answer to the following task.

You've just found a note on the refrigerator door. It says:

*You sleepyhead. What about football training in the afternoon?
Leave me a note, phone's dead. Bye, Ken*

You write a note (40–70 words) back in which you tell Ken:

- when the football training is
- that he should take your bag with him
- where to meet to go to football training together

WORD FILE

Luck

a wish **comes true**

make a wish

wish for (money)

pick up (some money)

have (good/bad) **luck**

bring (good/bad) **luck**

(good/bad) **news**

find some **money**



MORE Words and Phrases

1	afraid of	<i>I know it's stupid, but I'm really afraid of...</i>	Angst haben vor
	alarm clock	<i>An alarm clock will wake you in the morning.</i>	Wecker
	beside	<i>Some interesting buildings are located beside the River Thames.</i>	neben
	campfire	<i>We were sitting around a campfire at night.</i>	Lagerfeuer
	evil	<i>I think it's great how some things are evil.</i>	das Böse
	joking	<i>I'm only joking, of course!</i>	scherzen
	mirror	<i>Does a broken mirror mean bad luck?</i>	Spiegel
	sleeping bag	<i>You need to bring a sleeping bag for the camping trip.</i>	Schlafsack
5	spirit	<i>There is an evil spirit haunting this place.</i>	Geist
	hold sb tight(ly)	<i>In his dream, a man was holding him tightly.</i>	jdn festhalten
	magpie	<i>A magpie is a kind of bird.</i>	Elster
6	superstition	<i>There are a lot of superstitions in every country.</i>	Aberglaube
	block of flats	<i>In China, they leave a big hole in a block of flats so the spirits can move through.</i>	Wohnblock
	lentil	<i>It is believed that you will have money throughout the year if you eat lentils on the first of January.</i>	Linse
	statement	<i>This statement is not true.</i>	Äußerung, Aussage
7	Anything else?	<i>Can you be anything else, sir?</i>	Sonst noch was?
	crack	<i>The cracks are the lines between the stones.</i>	Riss, Spalt; hier: Fuge
	cuckoo	<i>Cuckoo is a kind of bird.</i>	Kuckuck
	ladder	<i>You climb up a ladder to get to the roof.</i>	Leiter
	necklace	<i>I've got a necklace with a tiger's eye on it.</i>	Halskette
	pavement	<i>Don't walk on cracks in the pavement.</i>	Gehsteig
	row	<i>I never sit in the thirteenth row in the cinema.</i>	Reihe
	shake hands	<i>We shake hands when we meet people for the first time.</i>	schütteln
	superstitious	<i>Are you superstitious?</i>	abergläubisch
	turn round	<i>She turned round and went back home.</i>	(sich) umdrehen
9	do the dishes	<i>I'll do the dishes after dinner.</i>	(ab-)spülen, abwaschen
	10	catch a cold	<i>Take your jacket or you'll catch a cold.</i>	sich erkälten
toothbrush		<i>If you drop your toothbrush in the morning, you'll catch a cold the next day.</i>	Zahnbürste

Reading

1 Read the story quickly. What colour is Wendy wearing at the end of the story?

Colour days

I got up in the morning and knew straightaway – it was a green day. I like green days. They are like spring when the sun shines and the birds sing. People smile as they water the flowers on the balcony. I'm sure their eyes are green.



Anyway, it was a green day, so I put on my dark green skirt and my light-green sweater. I spent half an hour putting on green nail polish* and green eye shadow. I borrowed Mum's green necklace (without asking) and went to school. I stopped at the shop and bought one of the nice green apples and I met a boy from 4A. He is actually from 4B. I don't usually talk to him, but today I said, "Hi, Henry, but he looked a bit stupid when I saw he had a headache. I was sorry for him."

I went into music class (1st lesson – maybe we'd sing "The green, green grass of home") and saw a problem straightaway: I always sit next to Francine – and Francine was wearing a blue skirt and a white and orange

house. I just couldn't sit next to her at all. I said to her, "Sorry, Francine," I said. "Today I feel like sitting all alone in the back row. I think I have a headache." Francine didn't care. She was talking to Alan (all in black!) and just waved at me.

So I sat down in the last row and felt a bit sad. Why didn't people understand it was a green day? I thought about giving a little presentation on colour days and how we should, maybe, decide with my expert help, on some colour days a year. But then I said no to my idea, because I could hear the others say, "Weird Wendy" (that's my name). You see, I believe in colour days. Guess what happened next.

I walked our music teacher and behind her was a boy. A new boy, she said. His name was Nate – and he was wearing green jeans, a white and green T-shirt and green running shoes! The teacher looked around and then said, "Why don't you sit next to Wendy, Nate? She can explain things to you."

So Nate sat down and we got on well together right from the start! That was half a year ago and we've been friends ever since.

But now I must hurry – my purple nail polish isn't dry yet. Nate's waiting. I can see his purple cap outside the window.

VOCABULARY

*nail polish – Nagellack
eye shadow – Lidschatten

2 How many of these tasks can you do?

- | | |
|---|--|
| <p>1 On green days people feel
 <input type="checkbox"/> sad.
 <input type="checkbox"/> happy.
 <input type="checkbox"/> nervous.</p> <p>2 Wendy
 <input type="checkbox"/> has to wear a uniform to school.
 <input type="checkbox"/> takes a bus to school.
 <input type="checkbox"/> is allowed to wear make-up at school.</p> <p>3 Wendy says hello to Henry
 <input type="checkbox"/> because of his name.
 <input type="checkbox"/> because he's her friend.
 <input type="checkbox"/> because she wants to get to know him.</p> | <p>4 Henry says hello to Wendy. T / F</p> <p>5 Wendy gets a headache in Music. T / F</p> <p>6 Wendy thinks other people might think her 'colour ideas' are a bit strange. T / F</p> <p>7 Why do you think Wendy was happy when she saw Nate for the first time?

 </p> <p>8 How long have Wendy and Nate been friends for?

 </p> <p>9 What colour did she choose for today and why?

 </p> |
|---|--|

3 Check your answers.

Listening

CD 4
10



4 Listen to Jack's parents talking about friendship. Then complete the sentences.

- The most important thing for young people is

- Most young people only have a few

- Tina and Leonie have been best friends since they

- Best friends have known each other

- You hang out with other friends at

- Best friends tell each other

- With best friends you can talk about



Grammar Present Perfect

5 Complete with the present perfect since.

- Ben has had his laptop half a year.
- My brother has had his cat December.
- Ben has had his piano he was six years old.
- Mohammed has had his skateboard three months.
- Amber has had her roller-skates yesterday.
- We have had our dog six years.
- We have known Mr Thomas 2015.
- I have liked Ed Sheeran ages.

6 Write the words in the correct columns. Then add three more examples of your own.

a few weeks	many years	this morning	the weekend
a lifetime	she was a child	three days	10 p.m.
1999	a few seconds	last Friday	a couple of hours

for		
.....
.....
.....

since		
.....
.....
.....

7 Write sentences with *for* or *since*.

- I / have / MP3-player / Christmas
I've had my MP3-player since Christmas.
- I / have / laptop / six months.
- My father / work / in that office / two years.
- My sister / have / tattoo / July.
- They / live / in that flat / 2010.
- You / have / this program / two weeks.
- / play / football / last year.
- We / be / students at this school / a very long time!



8 Write 5 sentences that are true for you.

I've had my sun glasses for four months.

- | | |
|----------|---|
| I've had | <ul style="list-style-type: none"> watch computer bike snowboard earrings sunglasses necklace MP3-player dog friendship band roller-skates |
|----------|---|

for
since

- ... months.
- ... years.
- yesterday.
- the end of the school year.
- Christmas.
- my birthday.
- last summer.
- Easter.
- last year.
- 2016.
- ... weeks.
- ... days.

9 Complete the sentences with the present perfect form of the verbs in the box.

- play
- wear
- be
- know
- live
- be
- have
- like

- 1 His wife a doctor for twenty years.
- 2 He always black clothes since he was a teenager.
- 3 They next door to us for six months.
- 4 You my family for a long time.
- 5 She a dog since March.
- 6 My brother mushrooms a baby.
- 7 Dave tennis since he was ten.
- 8 We best friends.

10 Complete the sentences about you. Use the present perfect and *for* and *since*.

- 1 I (know my best friend)
- 2 My family (live in our house/flat)
- 3 I (be at this school)
- 4 My best friend (live in this town)
- 5 I (had a mobile phone)
- 6 Mr/Ms (be my English teacher)

Grammar Mixed tenses

11 Complete the dialogues with the present perfect form of the verbs in brackets.

DIALOGUE 1

- Interviewer** Hi, Jenny. Tell me, which of the things that you own do you like the most?
- Jenny** Oh, that's my laptop.
- Interviewer** Your laptop, OK. How long you it? (have)
- Jenny** I it since last Christmas. (have)
- Interviewer** And how often you it? (use)
- Jenny** I it every day (use). In fact, I it right now. (use)

DIALOGUE 2

- Interviewer** Hi, Roland. Tell me, which of the things that you own do you like the most?
- Roland** My mobile phone, I suppose.
- Interviewer** How long you it? (have)
- Roland** it for about a month. (have)
- Interviewer** So, you it a lot? (use)
- Roland** Sure, I can play games on it, and take pictures and even videos. I a video of my English lesson (take). you to see it? (want)

12 Write a short similar dialogue of your own.

Vocabulary

13 Complete the text. Choose the correct option to complete each space.

Have you heard the news? James has *fallen* ¹ *with* Brenda. No, he hasn't *broken* ² *with* her because they weren't girlfriend and boyfriend – although I think she quite likes him. I say that because she really wants to *make* ³ *with* him. She even tried to say sorry. He wasn't interested. He's really angry *with* her. The problem started when she said that she didn't like his nose stud. He told her to *her own business*. I think that was a bit rude. But then she told him to *take the nose stud out*. Well, that made him really angry and he ⁵ *out of the room*. He hasn't spoken to her for a week now. It's a shame because they were really good friends and got on *really well with each other*.

- 1 a) up b) out c) through 4 a) down b) do c) mind
 2 a) up b) out c) on 5 a) blew b) rained c) stormed
 3 a) up b) down c) over 6 a) down b) on c) over

14 Match the phrases in italics in 13 with their meanings. Write the numbers next to the letters.

- A to finish a romantic relationship
 B don't give advice* to people if they ask you
 C leave somewhere angrily
 D have a good relationship with someone
 E stop talking to a friend
 F become friends again

VOCABULARY
 *advice – Ratschlag

15 Answer the questions about your friend.

- 1 What sort of things do you fall out with your best friend about?
- 2 What's the best way to argue with a friend?
- 3 What kind of people do you get on really well with?
- 4 Have you ever been kicked out of a room? What was the reason?

16 Match the words to make phrases.

- | | | |
|-----------------|--------------------------|-----------------------------|
| 1 like to be | <input type="checkbox"/> | friends with the new girl |
| 2 make fun of | <input type="checkbox"/> | a secret |
| 3 spend time | <input type="checkbox"/> | something to eat |
| 4 tell | <input type="checkbox"/> | your new friend to your mum |
| 5 give you | <input type="checkbox"/> | each other |
| 6 be | <input type="checkbox"/> | to your friend |
| 7 become | <input type="checkbox"/> | of a classmate |
| 8 go along with | <input type="checkbox"/> | a hard time |
| 9 offer someone | <input type="checkbox"/> | a new idea |
| 10 introduce | <input type="checkbox"/> | with your parents |



17 Use five of the expressions to write sentences in your exercise book.

Developing speaking competencies

18 Complete the mini-dialogues with the missing words.

- 1 **Sue** What's the ¹m.....? Are you ²a.....?
Glen I've got a ³b..... of a headache.
Sue ⁴P..... you. You should take some aspirin.
- 2 **Mike** You don't look ⁵w..... at all.
Alison I'm ⁶j..... a bit tired. I didn't sleep at all last night.
Mike How ⁷t..... Why don't you go and have a nap for a while?
- 3 **Andy** What's that on your skin? Your leg looks a bit red.
Gaby It's just a bit of a ⁸r..... Actually, it's all over my body.
Andy How ⁹a..... You need to see a doctor.

CD 4
11

19 Listen and check.



Developing writing skills Asking how someone is

20 Read the task and what a student wrote. What should George let Jessie know?

Task

Your friend just texted you to say he/she won't be at school today because he/she is feeling bad. Write and send him/her a message (40–70 words).

In your message:

- ask why he/she is feeling bad
- say what he/she looked like when you last saw him/her
- wish him/her well

From: j.foster@connect.com REPLY

Subject: How are you?

Hi George,

I'm sorry to hear you are not well. Is it your headaches again? Or do you think it's the flu? You looked a bit worse than I remember on Friday evening after the movie. I hope you'll feel better in the afternoon. Let me know how you are and maybe I can drop by. Take care and have a good rest.

Hugs,
Jessie

Useful phrases:

Asking about health

- How are you?
- Is there anything wrong?
- Are you alright?
- Can I bring you ...?
- You don't look ...
What's the matter?
- Could it be the flu / something you ate ...?

21 Now write your own answer to the following task.

Task

You wanted to meet your friend in the evening but you don't feel well. Send him/her a message (40–70 words).

In your message, you tell him/her:

- why you can't meet
- why you don't feel well
- that you hope he/she's OK

WORD FILE

Relationships



MORE Words and Phrases

	for	<i>I haven't seen her for years.</i>	seit
	since	<i>I haven't spoken to her since then.</i>	seit
1	laugh at	<i>I really don't like it when people laugh at others.</i>	auslachen
	make fun of sb	<i>Stop making fun of him now! It's enough!</i>	über jdn lustig machen
	make up one's mind	<i>Think carefully before you make up your mind.</i>	sich entscheiden
	move	<i>When I was 8, we moved to England.</i>	umziehen / übersiedeln
	soft toy	<i>I really like all the soft toys on my bed.</i>	Kuscheltier
		stuff	<i>Please pack your stuff, we need to go now!</i>	Zeug
4	own	<i>Do you own a pet? Is it a dog or a cat?</i>	haben / besitzen
6	childhood (no pl)	<i>Childhood is the time when you are very young.</i>	Kindheit
	earring	<i>An earring is a kind of jewellery you can wear.</i>	Ohrring
7	childish	<i>Laughing at somebody is childish.</i>	kindisch
	go along	<i>You should go along to the party.</i>	mitgehen
	haircut	<i>After your hair grows too long, you need a haircut.</i>	Haarschnitt, Frisur
	honest	<i>This is an important question so please be honest.</i>	ehrlich
	introduce	<i>I'd like to introduce you to my best friend.</i>	vorstellen
	in the meantime	<i>Our friends won't be here until later. In the meantime let's have a pizza.</i>	in der Zwischenzeit
	questionnaire	<i>Fill out the questionnaire.</i>	Fragebogen
	sulk	<i>Jamie always sulks when his friends don't call him for a few days. That's so childish.</i>	schmollen; beleidigt sein
	understanding	<i>Try to be a bit more understanding.</i>	verständnisvoll
	8	interfere (with sth)	<i>Do you sometimes interfere with other people's lives?</i>	sich (in etwas) einmischen
solve one's problems		<i>You should try to solve your problems.</i>	seine Probleme lösen
9	award	<i>Who won the Song of the Year Award?</i>	Preis, Auszeichnung
	beloved	<i>He lost his beloved baseball cap yesterday, and now he's really sad.</i>	heißgeliebt
	huge	<i>He won a huge lottery last year.</i>	riesig
	nowhere	<i>Suddenly, a dog appeared from nowhere.</i>	nirgends, nirgendwo
	script	<i>Do you know who wrote the script for this film?</i>	Drehbuch
	struggle	<i>When I first moved here, I struggled with the language, but now that's not a problem any more.</i>	sich schwer tun
	success	<i>Her real success as an actress was about a year ago.</i>	Erfolg
12	keep a secret	<i>There's something I need to tell you – can you keep a secret?</i>	ein Geheimnis für sich behalten
DVD	a couple	<i>A couple of people were waiting outside.</i>	einige, ein paar
	clumsy	<i>She constantly breaks things – she's so clumsy.</i>	ungeschickt, tollpatschig
	rash	<i>I got this horrible rash on my arm and it itches. I can't stop scratching.</i>	Ausschlag

Reading

1 Read the story.

Hedy Lamarr:
A FAMOUS INVENTOR



Hedy Lamarr was one of the most beautiful actresses in Hollywood during the 1940s and 1950s. She starred in over 20 films, including *Samson and Delilah*, which was the most successful film of 1949. But what many people do not know is that she was also an inventor. In fact, some people say that she came up with the technology that made today's smartphones and GPS possible.

Hedy was born in Vienna in 1914 and as a child she always wanted to know how things worked. When she was 18 she married Fritz Erich Traub, an extremely rich man who ran a company that made weapons. Although she was unhappy in her marriage, she learned a lot about technology from her husband's business. One day she decided to run away from her husband. She went to Hollywood where she met the famous film producer Louis B. Mayer. He invited her to Hollywood where she started on her career as a Hollywood star.

Her films were successful but Hedy found acting boring. She only played the part of beautiful women and never had many interesting roles. She also found the Hollywood lifestyle uninteresting. She didn't like to drink or gamble like the rich and famous. That's when she decided to become an inventor and she turned one of the rooms in her home into a laboratory.

One of her first inventions was a tablet that when it was put in water turned it into a fizzy drink. However, this wasn't very successful and even Hedy said it didn't taste very good. Other inventions included a special collar for dogs to wear at night so you could see them, and a new kind of traffic light.

One evening she met a Hollywood composer called George Antheil, who was also interested in technology. The world was at war. Hedy was

sad because the German submarines were firing torpedoes and destroying ships with children on them. Together they decided to find a way of stopping the torpedoes. They came up with a system to block the signals that guided the torpedoes. Unfortunately, the US military were not interested, probably because they did not believe that such a beautiful actress could be so intelligent. Hedy had to wait another twenty years to see her idea finally used by the American navy. Today many scientists say that Hedy and George's ideas were an early version of today's wireless technology, the technology we all use in our mobile phones.



In 1997 she got the Electronic Frontier Foundation Pioneer Award for her work. In 2014, fourteen years after her death, the National Inventors Hall of Fame added her name to the list of America's most important inventors.

2 How many of these tasks can you do?

- 1 Hedy Lamarr starred in 20 successful films. T / F
- 2 Hedy worked for a technology company. T / F
- 3 Hedy was born in Austria. T / F
- 4 Hedy married a man who
 - was in the film business.
 - had a company that made weapons.
 - tried to become rich.
- 5 Hedy's films were successful,
 - but she found acting boring.
 - and she liked her life in Hollywood.
 - but she wanted her husband with her.
- 6 Hedy's first invention was
 - a huge success right away. not really successful. well-liked in Hollywood.
- 7 How did Hedy's inventions stop torpedoes from hitting their targets?
.....
- 8 Why didn't the army take Hedy seriously?
.....
- 9 How do people remember Hedy today?
.....

3 Check your answers.

Listening

CD 4
12



4 Listen to the talk about Sequoyah (around 1770–1843), a Cherokee Indian. Then complete the sentences below.

- 1 Sequoyah didn't invent a gadget or
- 2 He invented an Cherokee language.
- 3 Sequoyah never learned to read or write when he was young.
- 4 The Cherokees books
- 5 At first he used a symbol for
..... on he tried to use a symbol for
- 7 In the end he came up with symbols based on
- 8 In 1825 a Cherokee and in 1828
- 9 Today about the language.



Grammar Present perfect and past simple

5 Match the questions and the answers.

- | | |
|-----------------------------------|---|
| 1 Have you ever been to Spain? | <input type="checkbox"/> Yes, she finished ten minutes ago. |
| 2 Has June finished her homework? | <input type="checkbox"/> No, but he phoned me. |
| 3 Have they found their cat? | <input type="checkbox"/> Yes, and it's a very nice house. |
| 4 Has he written you an email? | <input type="checkbox"/> Yes, we went to Madrid last year. |
| 5 Have they found a new house? | <input type="checkbox"/> Yes, it started about ten minutes ago. |
| 6 Has the film started yet? | <input type="checkbox"/> Yes, it started in the garden. |

6 Complete the sentences with the present perfect or past simple form of the verbs in brackets.

- My sister **got** married last Sunday. (get)
- She her husband three years ago. (meet)
- I a famous person in London. (never meet)
- Jacqueline's not very happy because she with her boyfriend. (just break up)
- My team the cup in two games last night. (lose)
- I'm sorry, Robert's not in. He to the shops. (just go)
- The flight from Belfast (already arrive)
- The flight from Dublin more than an hour ago. (arrive)

7 Complete the dialogues with the correct form of the verbs in brackets.

- A (be) to Italy?

B Yes, I here last year.

A Which cities (visit)?

B We (go) to Rome and Naples. We (have) a great time.
- A you (meet) a famous person?

B Yes, I (meet) Bill Gates when I was 12.

A Wow! What you (say) to him?

B I (ask) him for some money.

8 Write complete dialogues using these first lines.

- A Have you ever found a lot of money?

B
- A Have you ever had a bad accident?

B

A

B

9 Complete with the past or the present perfect forms.

Chris Could I borrow some money from you?

Tom You still ¹..... (not pay) back the money you ²..... (borrow) from me last week.

Chris What? I ³..... (not borrow) any money from you last week.

Tom Yes, you did. Remember? When you ⁴..... (buy) that new Jennifer Lawrence DVD, where she plays an inventor.

Chris Oh, yes. You're right. I ⁵..... (need) a present for Jenny.

Tom What? You ⁶..... (give) it to her? I ⁷..... (want) to watch it. It's all Jenny this, Jenny that. What about me?

10 Complete with the past simple or present perfect form of the verbs in brackets.

I ¹..... (always be) interested in inventing something. Two years ago I ²..... (invent) the automatic-reply-to-your-parents gadget. You could use it in the living room with my little gadget and press a button and the machine would say in your voice things like "uh, hi, ma, yeah fine, ts-ts". It really works. I ³..... (try) it a million times, believe me.

I ⁴..... (not have) a good idea for some time, but yesterday I ⁵..... (have) a brilliant one. I ⁶..... (come up) with the new homework writer you can see here. All you do is feed it some paper. Then dial *Article* or *Story* or *Letter* or *Email* and type in a few key words — and hey presto! There's your text. I ⁷..... (already try) it with my English teacher. He ⁸..... (say): "What a brilliant story! And so different."

I know why. I ⁹..... (put) in a lot of difficult words and he probably ¹⁰..... (think) it was so clever. I ¹¹..... (just send) an email to my best friend Lisa using my machine, but she ¹²..... (not reply) yet. It looks like she really needs my new invention.



11 Complete with the words from the box in the correct tense.

invent see see think say transport not watch answer

I ¹..... **seen**..... such a stupid movie. It was about a guy who..... time machines for different distances in time. So, for example, the blue one..... up to..... years in the past, the red one ³..... you back 2,000 years, the yellow..... you back only for a day. It was complete chaos.

"⁵..... anybody ever..... about the script?" I asked my friend Tony. "And ⁶..... the director ever..... the movie?" Tony ⁷..... "It's all about running to the wrong machines and going back to the wrong time, because people can't remember the colour codes." "See?" I ⁸..... "Why ⁹..... you..... your movie before you showed it to us?" I asked him.

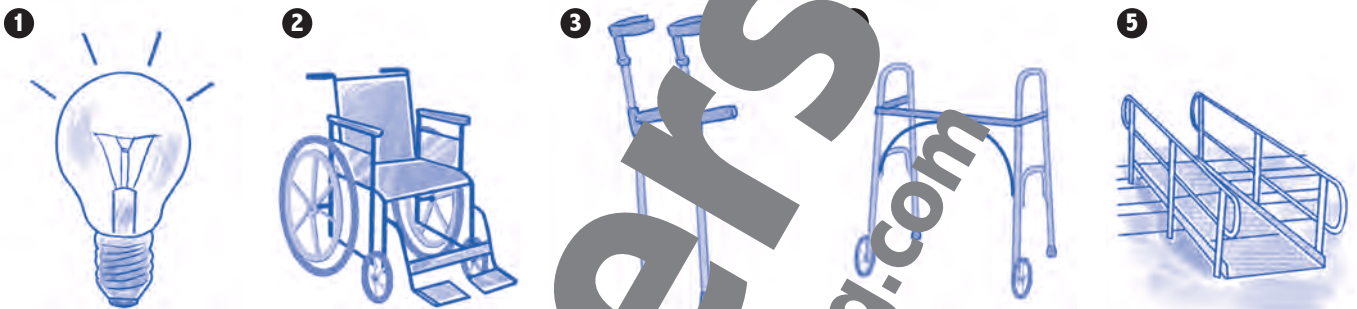
Vocabulary

12 Fill in the correct form of the words in the box.

invent
work out
try it out
experiment
discover
improve
design
find
produce

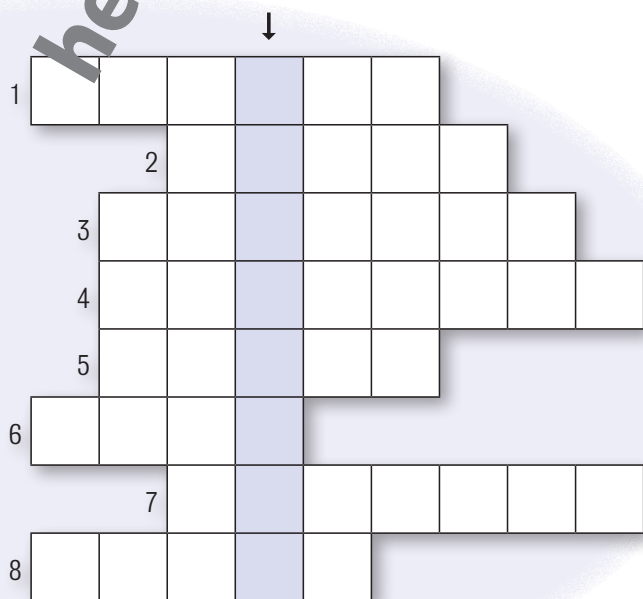
I ¹..... the plans for the spaceship by accident. Somebody called Helen R. ²..... a hyper-hyper drive. I don't know how she ³..... the science but she did. And she ⁴..... the most beautiful spaceship I've ever seen. She ⁵..... with the hyper-hyper drive for years. And every year she ⁶..... it a bit. If she ever ⁷..... it, I really want to ⁸..... with her. That is, if ever..... her.

13 Write the words under the pictures.



14 Do the crossword and find the key words.

- 1 to create something new
- 2 the part between the arm and leg
- 3 to create and improve something over a period of time
- 4 being able to change; being willing to change
- 5 to try something out if you are rich
- 6 the name of something
- 7 to try to win something that someone else wants to win too
- 8 another word for a prize



Developing writing skills Description

- 15 Read the task and what a student wrote. How many objects are there on how many floors?

Task

Imagine you have been to a museum and have to write a description (120–180 words) of that museum. Write about:

- where the museum is and what history it has
- how big it is and what you can see there
- your favourite object
- how much time you spent there

Last week our school went to the Science Museum in London. It is in South Kensington and it is a massive old building. Originally the science collection was in a museum across the road, but in 1862 it moved into the building that is now the Science Museum. It is one of London's top attractions and more than 3 million people visit it every year. There are more than 300,000 items on four floors. Some items are very famous, such as the early steam locomotives or the first jet engine or the Clock of the Long Now that keeps time for 10,000 years. There are also good displays on medicine and in 2014 a gallery on the Information Age opened. There are many more galleries, and they are all very interesting. One of my favourite objects is Eric, England's first motor car. He was built in 1928 and has been recreated for the Science Museum. Eric can talk and move – in a mechanical way. We spent half a day at the Science Museum and you need a long time to see everything.



Tip:

Using paragraphs

Use paragraphs to help structure your text. Each one should focus on one idea (or maybe two connected ideas). When you want to focus on a new idea, start a new paragraph. This is important because it makes it easier for the reader to understand the text.

It's a good idea to use bullet points in the task to help you organise your paragraphs. Think which of the points can be combined into a single paragraph.

- 16 Look at the text and the bullet points in 15 again. Use the bullet points to help you divide the text into four paragraphs. Put a] to show the start of a new paragraph.

Writing tip:

Writing a description

When writing a description, think carefully about:

- how many facts you include – remember the word limit
- how much detail you want to include
- the technical or special vocabulary you want to use
- who your readers are

- 17 Now write your own answer to the following task.

Task

Write a description of a house – either your house or the house of a person you know (120–180 words).

Write about:

- where the house is and what it looks like
- how big it is and what kind of rooms there are
- how the rooms are furnished
- your favourite room

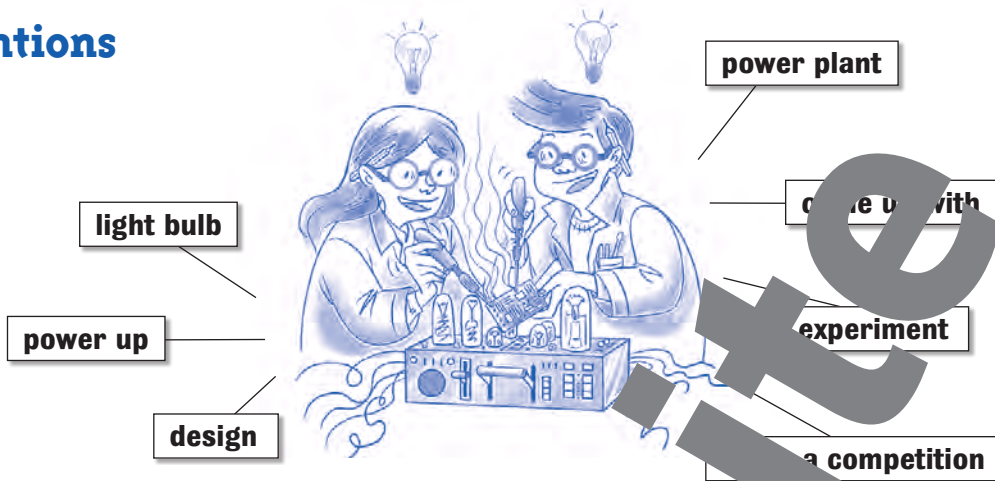
Everyday English

- DVD Look at the phrases on p. 72 in your Student's Book again. Use them to complete the dialogues.

- 1 A Dad says he's going to buy a new television – maybe next month.
B This TV's terrible!
- 2 A None, hardly any. You got top marks in the Maths test.
B
- A I've heard of Cooper telling someone and he's the Maths teacher, so he should know, shouldn't he?
Dad please don't go out wearing those awful clothes!
B Oh, Dad.
..... These clothes are totally cool!
- 4 A OK. One more cup and then the washing-up's done!
B Well, We've still got to wash the glasses.

WORD FILE

Inventions



MORE Words and Phrases

	invention	One of the world's most important inventions is the wheel.	Erfindung
	inventor	One day, I want to be a famous inventor like Jobs.	Erfinder/in
1	broadcast	They're going to broadcast the experiment live tomorrow.	übertragen; senden
	cheap	If he needed some, I'd lend him some money and buy myself a cheaper bike.	billig
	crowd	The crowd only laughed at his experiment.	Menschenmenge; Zuschauermenge
	detect	They've detected a new source of water in the forest.	finden
	develop	He developed a new communication system.	entwickeln
	discover	The scientists discovered a new type of gold in the cave.	entdecken
	energy	Your old machine uses a lot of energy – you should get a new one.	Energie; Strom
	improve	The best way to improve your French is to live in France.	verbessern
	influence	Marie Curie's findings had a great influence on today's medicine.	Einfluss
	invent	He's working on inventing a flying car.	erfinden
	invest	The company is investing in new technologies.	investieren, Geld anlegen
	power	The power is running through this cable.	hier: Strom
	responsible	This company is responsible for the oil spill.	verantwortlich
	shoot	The cable was shooting out of the cable.	schießen
	work	It took us some time, but we finally worked out the solution.	herausfinden, erarbeiten
8	popsicle	When I was a little kid, I loved popsicles.	Eis am Stiel
	remarkable	They have produced some remarkable gadgets.	bemerkenswert, beachtlich
10	crutches	I have broken my leg and now need crutches to help me walk.	Krücken
	ramp	You can get into the building by using the stairs or the ramp.	Rampe
	walker	My granny is quite old so she uses a walker.	Gehhilfe
	wheelchair	After the accident he had to use a wheelchair.	Rollstuhl
11	award	She won an award at school for her great work.	Preis, Auszeichnung
19	cost	My mum's car cost a lot.	kosten
20	fake	It's not real, it's fake.	falsch, gefälscht
21	housework	I don't have to do any housework.	Hausarbeit

Reading

1 Read the text about a 14-year-old Australian teenager.

Australian adventures

Hi, my name's Brett. My family, that's Mum, Dad and me, live in Broome, Western Australia. Western Australia is about 80 times larger than Italy, but only 2.6 million people live there. Broome is in the north of Western Australia. It's a town of about 17,000 people. Broome is right on the coast and it's known for its famous Cable Beach, which is 20 km long.



Both my parents work. My dad is a mechanic* and my mum is a nurse*. We live in a bungalow with a large garden. I often help my father at the weekends when he repairs* cars for friends. When we drive out into the bush, Dad often lets me drive. Of course, I am not allowed to drive in town.

At the weekends I often go fishing or swimming with my friends or my parents. We drive to Cable Beach and look for a quiet place to swim or to fish. From October to March we don't go swimming because there are a lot of box jellyfish in the water.

The box jellyfish is one of the most deadly jellyfish in Australia, they killed up to 100 people during the last 20 years. If they sting you the best thing to do is to put vinegar on the skin. That's why my parents always take a bottle of vinegar with them.

Another dangerous animal in Western Australia is the saltwater crocodile. A year ago I went camping in the bush with my friend Shaun and his dad. We wanted to do some fishing and made camp about 20 metres from a river. Suddenly at 10 o'clock in the morning we felt something pulling on our tent*. We were very scared. Shaun's father turned the torch on and we quickly got out of the tent and ran to the car, which was parked close by. Shaun's dad started the car and in the headlights* we could see a big crocodile that was pulling the tent

into the river. We were so shocked that we drove straight home. We had to drive all night and when we arrived in Broome in the morning we told the police about the crocodile attack, but of course there wasn't much they could do.

Shaun and I are also pretty keen on birdwatching. In Roebuck Bay there are thousands and thousands of birds from other parts of the country, and we often go there. And sometimes we go and check out the dinosaur footprints around Broome. It's a bit slippery where they are, so sometimes we help tourists to get on the rocks.

All in all, Broome is a great place to be and I wouldn't want to live anywhere else.



VOCABULARY: *mechanic – Mechaniker/in; nurse – Krankenpfleger/in; repair – reparieren; vinegar – Essig; tent – Zelt; headlights – Scheinwerferlicht

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 The population of Western Australia
- 2 His parents' jobs are a
- 3 Brett is allowed to drive his father's car when they are
- 4 It's dangerous to go swimming at Christmas. T / F
- 5 Drinking vinegar helps with box jellyfish stings. T / F
- 6 Brett and his friend went camping by the sea. T / F

Answer the questions in one sentence.

- 7 Why did Shaun's dad drive straight back to Broome?
- 8 What hobbies does Shaun have?
- 9 Do you think Broome sounds like a good place to visit? Why/Why not? (not).

3 Check your answers.

Listening



CD4
13

4 Listen and write the countries under the photos.



Hi, I'm José and I'm from



My name's Agripina and I'm from



Hey, My name's Renato and I'm from



My name's Rautkari and I'm from

5 Write Rautkari, Renato, Agripina or José.

- 1 Who goes to school?
- 2 Who lives at high altitude?
- 3 Who has his father grow things to eat?
- 4 Who likes water sports?
- 5 Who travels by water?
- 6 Who gets angry about pollution*?
- 7 Who doesn't live with his/her sister?
- 8 Who looks after animals?

VOCABULARY

*pollution – Umweltverschmutzung

Grammar *be allowed to / let*

6 Match the questions and answers.

- | | |
|---|---|
| 1 Are you allowed to invite your friends over? | <input type="checkbox"/> Maybe if I choose a nice colour. |
| 2 Do your parents let you come home late? | <input type="checkbox"/> Yes, but I'm not allowed to go into chat rooms. |
| 3 Are you allowed to get your hair dyed? | <input type="checkbox"/> No, because my dog hates animals. |
| 4 Are you allowed to get a tattoo? | <input type="checkbox"/> Yes, but I have to be home by 9 p.m. on week nights. |
| 5 Do your parents let you surf the internet? | <input type="checkbox"/> Yes, but we're not allowed to make too much noise. |
| 6 Are you allowed to have a pet at home? | <input type="checkbox"/> No. My dad would kill me. |
| 7 Do your parents let you have parties at home? | <input type="checkbox"/> Oh, no. He doesn't. I'm only 12. |
| 8 Does your dad let you drive his car? | <input type="checkbox"/> Yes, they do if I promise to tidy up after. |

7 Write your own answers to the questions above.

8 Match the signs and the sentences.



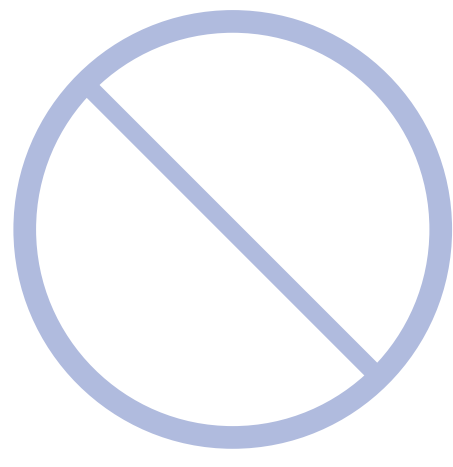
- | | |
|---|---|
| A You aren't allowed to park here. | D You aren't allowed to go in here. |
| B You aren't allowed to take photos here. | E You aren't allowed to eat food in here. |
| C You aren't allowed to walk here. | F You aren't allowed to take photographs. |

9 Draw two signs for your bedroom door and write a sentence under each one to explain what they mean.



1

.....



2

.....

10 Fill in the correct forms of *be allowed to*.

"On the school trip, you ¹..... (not allow) to stay up later than 10 o'clock," our teacher said. "And you ²..... (not allow) to get together in one room and make a lot of noise." That was before the trip, but during the trip it was even worse. We ³..... (not allow) to use our mobile phones for..... and we ⁴..... (not allow) to listen to music during meals. "Is there anything we ⁵..... (allow) to do?" I asked the teacher. "I'll think....." he said. "Ask me again next week." I think teachers like him shouldn't ⁶..... (allow) to go on school trips.

11 Write sentences using the correct form of *be allowed to*.

- 1 James ✓ watch TV / ✗ not watch TV after 10 o'clock.
James is allowed to watch TV, but he isn't allowed to watch TV after 10 o'clock.
- 2 Sarah ✓ go to bed late / ✗ not get up late.
.....
- 3 We ✓ wear jeans to school / ✗ not wear school uniforms.
.....
- 4 They ✓ listen to music / ✗ not listen with headphones.
.....
- 5 I ✓ go to my friend's house / ✗ not stay overnight.
.....
- 6 She ✓ have parties at home / ✗ not play loud music.
.....

12 Rewrite the sentences using *let*.

- 1 James' parents let him watch TV, but they don't let him watch it after 10 o'clock.
- 2 Sarah's dad.....
- 3 The headmaster.....
- 4 Mum.....
- 5 Dad.....
- 6 Her parents.....

13 Put the questions in order.

- A I go out on Fridays and Saturdays too.
- 1 A Are you allowed to come home late?
- A I have to be home by 10 p.m. every night.
- B Yes, but only at the weekends. Do your parents let you stay out late?
- B Wow! Your parents are strict.
- B What! Even on Saturdays?

17 Complete with the words from the box. There are two extra words.

border community growing made a mess
housewife cleared the snow housework fake

Remembering my mum

My mum was a ¹..... I don't know whether she hated it or not, but she did all the ²....., and we did ³..... OK, sometimes we ⁴..... or put out the trash ⁵..... Mum did all the work. She even cleared things away when we ⁶..... She also did some ⁷..... work, for example she helped in the soup kitchen for the poor or organised parties for old people. What she really liked was ⁸..... vegetables and flowers in the garden. She always said she was happy, but I'm not so sure about that any more.

Developing speaking competencies

18 Put the words in order to make offers.

- some / I / lend / could / you
.....
- I / brother / his / ask / my / Why / to / could / you / lend
.....
- you / like / Would / you / me / visit / to / come
.....
- want / you / here / me / could / you / ask / my / Do / mum / if / it
.....

19 Write the offers from 18 into the correct mini-dialogues.

- Fred** I want to go to the gym but I'm a bit afraid.
Donna
- Fred** Would you mind lending me some money?
Donna
- Jack** I want to go ice-skating but I can't find my pads.
Liz
- Jack** Really? That's so kind of you.
Liz
- Mum** I won't let me have a birthday party at home.
Andy
- Mum** That would be really nice. Thank you.
Andy
- Liz** Mum said I can buy my own clothes for the party but she didn't give me any money.
Andy
- Liz** Really? What would I do without you?
Andy



CD4
14

20 Listen and check.

Developing writing skills Making offers

21 Read the task and what a student wrote. When can Martin meet?

Task

Your friend David asked you to get together with a few others for a Maths study group. You send him an email (40–70 words) about the idea.

In your email:

- say when you have time
- say where you could meet
- offer to organise a few things

From: martin_h@mailconnect.com
Subject: Maths study group

REPLY

Hi David,
About that study group for Maths.
I could meet tomorrow afternoon with you all.
Why don't we use one of the empty classrooms?
Would you like me to bring ... or will ...
you? And do you want to check out if it's OK
to use a classroom? Look forward to our first
meeting.
Martin

Useful language:

Making offers

- I could ...
- Why don't I ... ?
- Let me ...
- If you want me to ..., I can ...
- It's no problem for me to ...
- Can I get you ... ?

22 Now write your own answer to the following task.

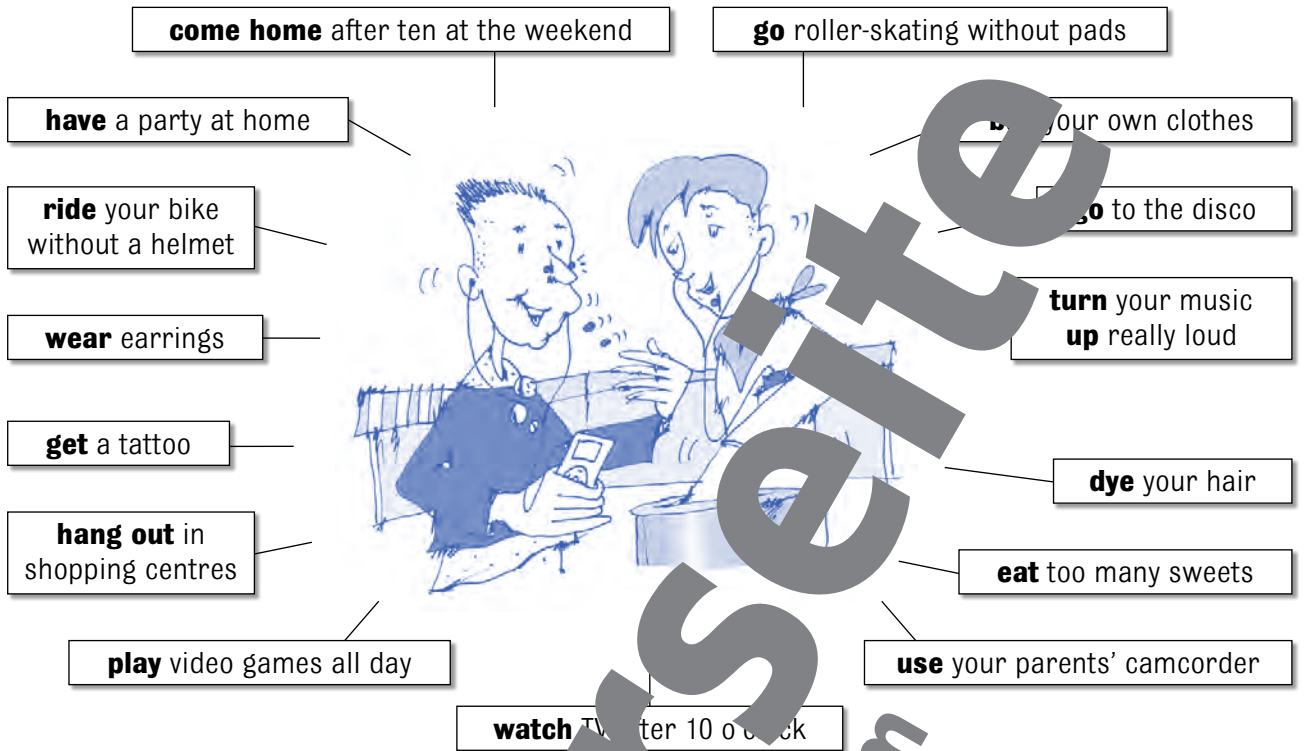
Your friend Carla asked you to help her with moving her things to her new flat. Write her an email (40–70 words).

In your email:

- say when you have time
- say who else you/she could ask for help
- offer to organise a few things

WORD FILE

Teen activities



MORE Words and Phrases

1	do the cleaning	Milase's mother does the cleaning for a rich family.	sauber machen, putzen
	clear the snow	In winter you have to clear the snow in front of your house.	Schnee räumen
	deer (pl deer)	Sometimes people go hunting for deer.	Hirsch, Reh
	dentist	A dentist looks after your teeth.	Zahnarzt/Zahnärztin
	grizzly bear	The grizzly bear is the largest and strongest bear in America.	Grizzlybär
	grow sth	We want to grow vegetables next summer.	etwas anbauen
	housewife (pl housewives)	Her mother works for their home. She is a housewife.	Hausfrau
	look after	Don't come to my party tonight because I have to look after my car.	aufpassen
	mix	In Apartheid black and white people weren't allowed to mix.	vermischen
	out there	Don't go out there. It's cold. I'll get lost out there.	da draußen
4	baptism	Mennonites didn't like the baptism of children.	Taufe
	movement	The Mennonite movement began in the 16 th century.	Bewegung
5	border	She crossed the border from Mexico.	Grenze
	community	Mennonites live the way farming communities lived long ago.	Gemeinschaft; Gemeinde
	go ahead	Yes, of course you can. Go ahead!	fortfahren, weitermachen
	grow up	I grew up in this town.	aufwachsen
	high school	In America, after elementary school you go to high school.	Gymnasium
	public	I was allowed to go to public high school.	öffentlich
	strict	Some parents are really strict about going out late.	streng
	You're welcome.	Thanks a lot. — You're welcome!	Keine Ursache, gern geschehen
11	stud	Look, he's got a nose stud.	Stecker, hier: Piercing
12	attention	Pay attention in class!	Aufmerksamkeit

Reading

1 Read the story.

The computer lab protest

We've got this brilliant new computer lab. Fast computers, high-speed internet, good printers – anything you could wish for. And sometimes we even go there.



A teacher takes our group (far too large), and we do a bit of writing or maths or project work. The problem is, however, this doesn't happen very often. The lab is totally booked out until lunchtime, and after lunch only a handful of older pupils use it, probably to play some online games because they can do what they want in there. But the thing is: the younger ones are not allowed in without a teacher. And this is really unfair!

Of course, we talked to the headmaster about it. All he said was, "Sorry, guys. You know the rules." Yes, we know, but we want different rules. The computer teachers about it," the headmaster said. "Then come back to me."

So I went and talked to the teacher. "Sorry," he said. "You know the rules. Talk to the headmaster about it." By the way, we think the rules are good." Funny, isn't it?

So I organised a meeting of all the 13-year-olds in our school. Only half of them came, but that was OK.

"What we want to use the computer lab in the afternoon, too. We can work on projects, we could do some writing, we could do some research." "But we can't say us," when a teacher is there, someone said. "Exactly," I said, "it's totally unfair." Who says we play around and do silly things? Who says that the older pupils believe better than we do? They don't need a teacher to work there."

At the end we had this plan: One of us is a 'labbie' who checks that everything is in order and that nobody fools around. Or we find one of the older kids to be a labbie. We took the plan to the headmaster and he said, "I'll think about it. And talk to the teachers about it." After two weeks we went to see him again, and again he said, "I'll think about it."

So we had another meeting. "We must show everybody that we are serious about this," I said. "Let's have a little protest meeting in front of the computer lab." About 30 people went there, standing in front of the lab,

holding up signs saying: 'Let us into the lab!' and 'Computer time is not a crime.'

Ten minutes later the head* was there. "I must ask you to leave," he said. "This is not helping." We didn't leave. "OK," he said, "I promise a meeting for next Friday. Then we can sort it out."

"Hooray!" everybody shouted, and the head shouted, "Quiet, please!" And then we all left.

Next Friday there was a meeting with the head. There were five of us and there were two computer education teachers. "No young labbies," the head said. "But we'll give it a try. Some of the older kids will be computer labbies for three hours every afternoon. And Mr Pringle and Miss Johnson will check on them. And I will, too, of course."

We agreed. And next week we'll start using the computer lab in the afternoons. I'm really looking forward to it.

VOCABULARY

*head – short for headmaster

2 How many of these tasks can you do?

- 1 The writer never gets to use the computer lab. T / F
- 2 Students can only use the computer room for learning. T / F
- 3 The writer spoke to the headmaster first about the problem. T / F
- 4 At the first meeting the students
 - organised a protest.
 - discussed reasons why the situation was unfair.
 - played about and broke things.
- 5 A labbie is someone who
 - uses a lab a lot.
 - works in a lab.
 - looks after a lab.
- 6 At the second meeting the students
 - organised a protest.
 - invited the headmaster along to discuss things.
 - made protest signs.
- 7 Why did the headmaster promise the kids a meeting?
.....
- 8 How many people went to the final meeting?
.....
- 9 What one thing would you like most to change in your school and why?
.....
.....

3 Check your answers.

Listening

CD 4
15



4 Read the letter to the headmaster and then listen to the conversation. Find four differences in the conversation and underline them.

Dear Mr Owens,

We are writing to ask you to think again about the end-of-year party. As you know, this is a very popular event. All the school leavers* love it. We understand that last year there was some trouble and some of the boys did not behave very well. We know that the school rules were broken and we understand that you don't want this to happen again. But you don't have to stop our party. That was last year's school leavers' fault. We are asking you to change your mind, please. If you say that we can't have our party, then we will have to organise a protest march. We are sure that all the school leavers in all the years will join. Please remember that two years ago my brother organised a protest about the school library and it worked. We are sure that you don't want something like that to happen again.

Thank you for your attention.

Julian Harvey

VOCABULARY

*school leaver – Schulabgänger/in

Grammar *be able to / allowed to*

5 Look at what happened yesterday. Write the children's names under the pictures.

Yesterday ...

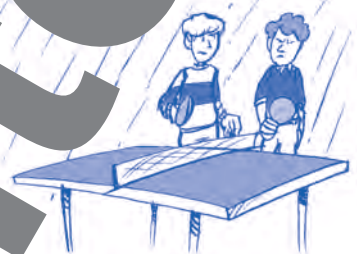
- Jill couldn't go to school.
- Joanna wasn't able to buy the dress.
- James couldn't phone his friend.
- Sue wasn't able to get into the garden.
- Lucy and Andy couldn't ride their bikes.
- Mark and Ron weren't able to play.



1



2



3



4

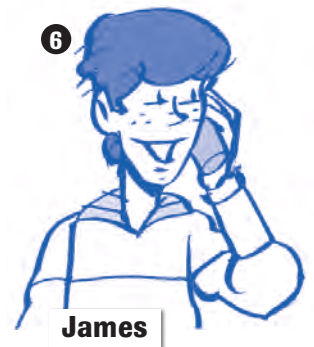
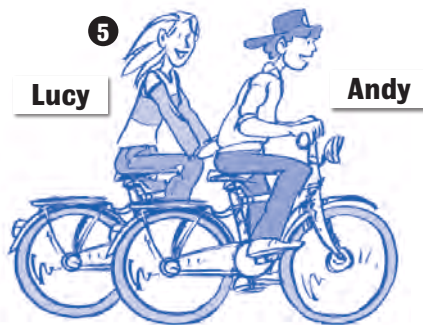
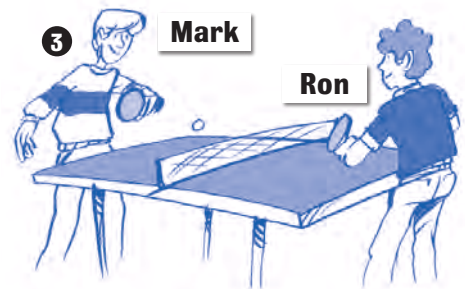
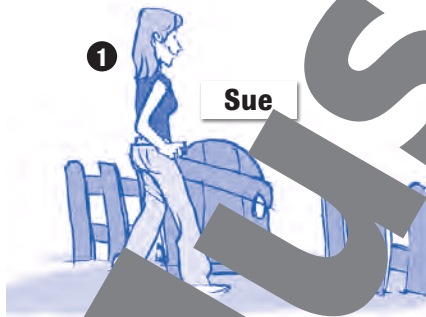


6



6 What do they want for tomorrow? Write six sentences in your exercise book using *be able to / allowed to*.

Tomorrow ...



Sue I'll be able to

Grammar Mixed tenses

7 Underline the correct form of *be able to*.

- 1 I *won't be able / wasn't able* to do my homework tonight. I haven't got time.
- 2 He spoke so fast. I *won't be able / wasn't able* to understand anything he said.
- 3 They got the visa. They *were able / will be able* to visit us next month.
- 4 She *was able / has been able* to stop the man and the police arrested him last night.
- 5 We *won't be able / weren't able* to come to your party next Friday. I'm sorry.
- 6 We *weren't able / won't be able* to go to the cinema because we didn't have enough money.
- 7 I'm sorry I *wasn't able / haven't been able* to write to you for such a long time.

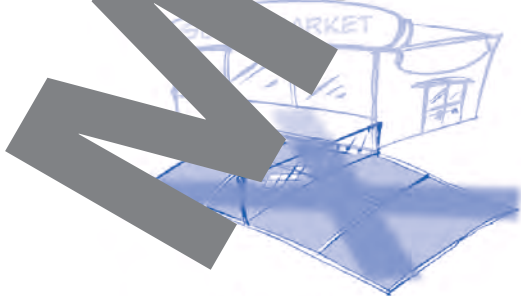
8 Complete the sentences so they are true for you.

- 1 So far this year I have been able to
- 2 Last night I was able to
- 3 One day I hope I'll be able to
- 4 My best friend isn't able to
- 5 I'm very lucky because I'm able to
- 6 Today I haven't been able to
- 7 This weekend I won't be able to
- 8 When I was five I wasn't able to

9 Put the dialogue in order.

- A Exactly! Work's going to start next month. That's why I need you to help me.
- A We want to start a petition and hand out leaflets to all the people in the village.
- A Will you help us?
- 1 A They're planning to build a road to go through our village.
- B That's a brilliant idea.
- B Through the village? That's stupid!
- B Help you with what?
- B Of course.

10 Choose one of the situations below and write a short dialogue. Use the dialogue in 9 to help you.



There are plans to build a supermarket where the tennis courts* are.



The school library is not open any more in the afternoon.

VOCABULARY: *court – Platz

Vocabulary

11 Match the sentence halves.

- | | |
|----------------------------------|---|
| 1 Would you like to sign | <input type="checkbox"/> a meeting to see how people feel about this. |
| 2 We're going | <input type="checkbox"/> out leaflets in the High Street on Friday? |
| 3 Can you help us hand | <input type="checkbox"/> out emails telling people about the problem? |
| 4 Have you thought about sending | <input type="checkbox"/> on a protest march against the law tomorrow. |
| 5 We need to organise | <input type="checkbox"/> this petition against animal cruelty? |

12 Complete the sentences with the words in the box.

distances plastic bags recycle locally produced litter save

- It is very important to water.
- You should really buy products.
- I never take at my food shop.
- We always glass bottles and take them to the bottle bank.
- Only leave bottles and cans on the beach.
- People shouldn't drive short , they should use their bikes or walk.

13 Look at the pictures. Write sentences about what these people should / shouldn't do.



1 He should buy
..... produced apples.



2 She shouldn't
..... on the beach.



3 He shouldn't
..... on the sidewalk.



4 She should
..... plastic bottles.



5 He should
..... plastic bags.



6 She should
..... her car.

14 Match the parts that go together.

- | | | |
|--------------------|--------------------------|------------------------------|
| 1 be able to | <input type="checkbox"/> | for thought |
| 2 come up | <input type="checkbox"/> | a meeting |
| 3 how about | <input type="checkbox"/> | to take a test |
| 4 attend | <input type="checkbox"/> | run faster than anybody else |
| 5 take an | <input type="checkbox"/> | your rights |
| 6 here's some food | <input type="checkbox"/> | exam |
| 7 refuse | <input type="checkbox"/> | supporting the others |
| 8 fight for | <input type="checkbox"/> | with a solution |

15 Use five of the expressions to write sentences in your exercise book.

Developing writing skills Leaflet

16 Read the task and what a student wrote. How much do you know about going to the party?

Task

Someone asked you to design a leaflet for a school party. On your leaflet say:

- where and when the party is
- who is invited
- what the entertainment is
- what food and drink there is
- how much it is to go

Trentdale Comprehensive School
End of Year Party
Where: schoolyard
When: 6 p.m. to 8 p.m.
Parents, teachers, school children are all invited.
There will be games!
There will be a band.
There will be singing and dancing!
Sandwiches, cakes and beverages are free.
Free entry, but we are happy for donations!
See you at the party!

Language tip:

Layout

For a leaflet a good layout is important because it needs to attract the attention of the reader.

- Use a full page. Think how to best spread your text/pictures over it.
- Try not to leave large blank spaces at the bottom or the top of the page.
- Think how you can use different fonts and font sizes to highlight important information and to draw attention to your leaflet.

- 17 Look at the leaflet in 16 and write on it where and how you would improve it.
(For example: Make "See you at our party" larger and bolder.)

Writing tip:

Writing a leaflet

- Write your leaflet by hand first.
- Use short sentences.
- Use good slogans (e.g. SOS – Save Our Seals).
- Use words and phrases that are easy to remember (e.g. words starting with the same letter – Help with Homework?).
- If possible, design your leaflet on a computer.

- 18 Now write your own answer to the following task.

Task

Someone asked you to design a leaflet for a school play.
On your leaflet say:

- what the title of the play is
- where and when the play takes place
- who is invited
- how to get tickets
- how much they cost

Everyday English: Cars and football

- DVD Look at the pictures on p. 91 in your Student's Book again.
Use them to complete the dialogues.

- 1 A ? Steve's going out with Julie now.
B He was always looking at her.
- 2 A My dad's bought a Harley Davidson motorbike.
B ! Can we go for a ride on it?
A ! He won't even take me out on it, so he
certainly won't take you!

WORD FILE

Getting the message across

- to **sign a petition**
- to **go on a protest march**
- to **send out emails**
- to **hand out leaflets**
- to **organise a meeting**

Being green

- to **save water**
- to **buy locally produced food**
- to **recycle** (glass bottles)
- Don't **take plastic bags** at your food store.
- Don't **drop litter**.
- Don't **leave bottles or cans** in the park.
- Don't **drive** motorbikes.

MORE Words and Phrases

	right(s)	<i>Stand up for your rights!</i>	Recht(e)
2	be able to do	<i>Our kids won't be able to play here.</i>	tun können
	chairman (pl chairmen)	<i>The chairman is the leader of the council.</i>	Vorsitzende/r; Vorstand
	come up with a solution	<i>It's sometimes difficult to come up with a solution that everyone likes.</i>	eine Lösung finden
	headline	<i>In a newspaper, do you ever read the headlines?</i>	Schlagzeile
	multi-storey car park	<i>The playing field is being turned into a multi-storey car park.</i>	(mehrstöckiges) Parkhaus
	playing field	<i>There's no playing field in the park.</i>	Sportplatz
	signature	<i>Thanks for helping with my signatures!</i>	Unterschrift
3	against	<i>Some kids are protesting against the idea.</i>	gegen
5	city council	<i>Let's write emails to the city council.</i>	Stadtrat
	How about ...?	<i>How about signing up?</i>	Wie wäre es mit ...?
	the latest	<i>Here's the latest news.</i>	der/die/das jüngste/letzte; hier: das Neueste
	traffic lights	<i>Traffic lights control how fast cars can move in a town or city.</i>	Ampel
9	hardly (ever)	<i>I hardly ever eat meat.</i>	kaum (je)
	litter bug	<i>Keep your litter and don't be a litter bug!</i>	Umweltverschmutzer/in
	wrapping	<i>Don't ever throw wrappings into the street.</i>	Verpackung
10	ensure	<i>It's never been easy to ensure that people have equal rights.</i>	sicherstellen
	research	<i>She's done a lot of research in this area.</i>	Forschung
	the right to vote	<i>Women had to fight for the right to vote.</i>	Wahlrecht
11	choice	<i>You can choose a record or a book. It's your choice.</i>	Wahl, Entscheidung
	difference	<i>There's a difference around the world in women's rights.</i>	Unterschied
	fight for	<i>If you want something to change, you have to fight for it.</i>	für etwas kämpfen, sich für etwas einsetzen
	go to the vote	<i>Are you going to go to the vote on Sunday?</i>	Wahl
	vote	<i>They fought for the right to vote.</i>	wählen
13	refuse	<i>One way to escape arrest is to go abroad.</i>	Verhaftung
	refuse	<i>Rosa Parks refused to give up her seat on a bus to a white man.</i>	ablehnen
14	close down	<i>The company closed down a month later.</i>	schließen
	heroine	<i>She's a real heroine.</i>	Heldin
	support	<i>I want to write an article to support her.</i>	unterstützen

Reading

1 Read the text about California.

California

– Warm and friendly

Why do millions of visitors go to California every year? The sun and the sand? The mountains and the valleys? The cities? We asked some tourists why they were here and what we found out.



Some of the biggest attractions of the Golden State are the cities. In fact, many tourists don't go any further than San Francisco and Los Angeles. Carl from Germany said that they were two of the best cities in the world: "They've got everything that tourists are looking for," he said. But not all tourists are only interested in the big cities. The smaller towns are also very popular. Jamie from South Korea said she liked walking around towns like Monterey and Carmel because they were great for shopping.

The famous beach towns also have a lot of fans, especially among the younger visitors. Shaun and Debbie from Australia think that Santa Monica, Santa Cruz

and Santa Barbara have got great beaches and that they're as good as the beaches in Australia.

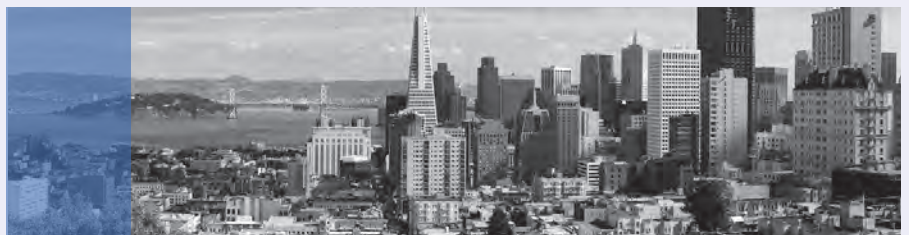
Other things that our tourists liked about California included the great natural sights of Yosemite National Park and the Big Sur, the museums and other attractions.

Some visitors from Europe particularly liked the area north of San Francisco with its wild coastline. Many European tourists also liked cities like Santa Rosa north of San Francisco better than the big cities. Anton and Ulli from Germany think it's more relaxing to stay there and go for long walks.

But everyone agreed on one thing: Californian people give a warm, friendly welcome to their

visitors. And Donna and Brian from England were not the only people who told us that they loved the Californian people because they were so friendly. When we asked them if they plan to visit again, they said they're going to come back next year!

Many tourists plan on revisiting California because "you can't take it all in one go" as Jamie from England said. There are not only the major spots they want to see, they also want to explore nature, relax in small places, enjoy the good food, spend some time on lonely beaches. Add that warm welcome tourists liked and you know why California is really a great place for tourists.



2 How many of these tasks can you do?

- 1 Carl thinks that San Francisco and Los Angeles can disappoint some tourists. T / F
- 2 Monterey and Carmel are examples of smaller Californian towns. T / F
- 3 Shaun and Debbie think Californian beaches are better than Australian beaches. T / F

Complete the sentences with no more than 4 words.

- 4 Many European visitors are attracted to of the area above San Francisco.
- 5 Santa Rosa is
- 6 Tourists say that the people from California are
- 7 Why do many tourists want to come back to California?
.....
- 8 What part of California would you like to visit most and why?
.....
- 9 Why do you think most tourists come to Austria?
.....

3 Check your answers.

Listening

CD 4
16



4 Listen. Which of these bridges does Billy cross to get to work?



CD 4
16



5 Listen again and choose the correct answer.

- 1 Billy is in the UK to
 - spend time with his family.
 - find work for his company.
 - plan to move to San Francisco.
- 2 How many times does Billy cross the Bay Bridge every week?
 - 2
 - 4
 - 6
- 3 Why do Anne want to go to San Francisco?
 - to see the Golden Gate Bridge
 - because she's got friends living there
 - because it always looks good in the films
- 4 What does Billy like about his journey to work?
 - the roads have little traffic
 - the view
 - the weather
- 5 Why does Billy never get tired of living in San Francisco?
 - because loads of good bands play there
 - because there's lots of things to do there
 - because it's cheap
- 6 What does Anne want Billy to do?
 - invite her to his house in San Francisco
 - find her work at his company
 - show her some photos of California

Grammar Present perfect continuous

6 Match the sentences and the pictures.



- 1 They look tired. They've been running for three hours.
- 2 He's been watching TV all night.
- 3 He's only been playing for a month.
- 4 He's been talking on his mobile for an hour.
- 5 They've been practising this song for a long time.
- 6 She's been dreaming of a new mountain for months.
- 7 You've been chasing cats again!
- 8 She's been waiting for twenty minutes.

7 Put the words in the correct order to complete the sentences.

- 1 raining / all day / has been
- 2 have been / I / pressed / for / shopping
- 3 He / two months / has been / as / as a waiter / working
- 4 April / has been / She / two children / since / looking after
- 5 have been / they / in the doctor's waiting room / sitting / for an hour
- 6 have been / three days / I / for the test / for / studying

8 Each sentence here comes after a sentence from 7. Write A-F after the sentences in 7 to match them.

- | | |
|--|---|
| A That's why you haven't seen him for a while. | E That's why you haven't seen me online recently. |
| B That's why she's so tired. | F That's why I haven't got any money to buy you a coffee. |
| C That's why they're so bored. | |
| D That's why we haven't been outside today. | |

9 Put the verbs in brackets into the correct form of the present perfect continuous.

- 1 A Why are you so tired?
 B I very hard. (work)
- 2 A Please get off the phone! You for almost an hour! (talk)
 B Sorry! Here you are.
- 3 A Are you angry with me?
 B Yes, I am! I for you for an hour! (wait)
- 4 A You play the piano very well.
 B Thank you. I lessons for three years. (take)
- 5 A How long you English? (learn)
 B For about two years.
- 6 A in this house for a long time? (live)
 B Yes, I I was born.

Grammar Mixed tenses

10 Right or wrong? Put in a or .

- 1 I have known Henry for three years.
- 2 We having been walking for hours and I'm tired.
- 3 My sister's been annoying me all morning.
- 4 We have been having our dog since last year.
- 5 It's been snowing all day. It looks beautiful.
- 6 They're not at home because they have been going on holiday.
- 7 James has been playing the guitar since he was six.
- 8 You have been getting the answer to question 3 wrong.

11 Correct the wrong sentences.

.....

.....

.....

.....

12 Complete with the present perfect simple or present perfect continuous form of the verbs in brackets.

- Lisa Hi, Anna, it's me.
 Anna What? From California?
 Lisa Yeah, so let's keep in touch. Tell everybody how fine I am.
 Anna Where exactly are you?
 Lisa From Fresno.
 Anna Oh, Fresno. Do you like it? (ride) the cable cars?
 Lisa Sure. And John and I ² (walk) around a lot too. The others are just hanging out.
 Anna Right. ³ (be) to any other places around San Francisco yet?
- Lisa Well, we ⁴ (see) some great places down south, and we're planning to go north to a national park tomorrow. We ⁵ (have) a really good time.
 Anna Good. Love to everybody. And Lisa?
 Lisa Yeah?
 Anna ⁶ (buy) the California T-shirts I asked you about?
 Lisa Not yet. I ⁷ (look), but I ⁸ (not find) them yet. But I will.
 Anna OK, thanks. Love you, big sis.
 Lisa Love you too, little sis. Bye.
 Anna Bye.

Vocabulary

13 Fill in the missing letters to make vocabulary items from the story *A holiday in Death Valley* in your Student's Book on page 95.

- | | |
|---------------------|---------------------------------------|
| 1 d _ _ y | 5 b _ _ c _ _ p _ _ c _ _ |
| 2 s _ _ g _ _ a _ _ | 6 r _ _ d _ _ e |
| 3 s _ _ o _ _ | 7 h _ _ a _ _ q _ _ a _ _ t _ _ r _ _ |
| 4 c _ _ n _ _ o _ _ | 8 d _ _ r _ _ |

14 Complete the dialogues with the words from above.

- A We're in trouble! Call your parents on your mobile phone.
B I can't! There's no here!
- A Look at this photo. Do you know what this building is?
B Yes, it's the United Nations New York.
- A How do you carry things when you're cycling?
B I put everything in my
- A Do you like cycling?
B Yes, but not in the city – I like to go to the and cycle on roads.
- A I was at the match yesterday, too.
B I know – but there were so many people I couldn't you in the crowd.
- A Why don't you wear your jeans?
B Because I washed them this morning and they aren't yet.
- A We're going hiking the Grand this summer.
B Don't get too close to the edge of I don't want you falling off!

15 Complete with the words from the box. There are three extra options.

unbelievably keep train You bet boots
move shade hot joking sights

Hi we're having a nice holiday! I was only ²
when I said it was boring. My parents ⁴ a
and we're travelling the country. There are some great ⁵
California but what I like best are all the stores. Dad bought me the coolest
..... ever, and I went walking along the Walk of Fame in them.
Superhero Yvonne! Unfortunately, I wore them all day and now I can hardly
⁷ because my feet hurt so much.
Take care,
Yvonne

Developing speaking competencies

16 Complete the dialogue with the questions in the box.

- a) How much is a return with a young person's railcard?
- b) And one last thing. Can we get food on the train?
- c) Sorry, just one more thing. What platform does the train leave from?
- d) And what's the next one after that?
- e) How long does it take to get there?
- f) Excuse me, what time is the next train to Manchester?
- g) Can we have two returns, please?

Pauline

1

Assistant

Let me see. It's at 10.56.

Pauline

2

Assistant

12.42.

Pauline

3

Assistant

About an hour and a half. The 12.42 is a bit quicker because you need to change.

Pauline

4

Assistant

It's £13.

Pauline

5

Assistant

Certainly. It's £26.

Pauline

Assistant

Yes, there is a buffet car.

Pauline

Assistant

Eight, it's on the other side of the station.



CD4
17

17 Listen and check your answers.



Developing writing skills Asking for information

- 18 Read the task and what a student wrote. What does Caroline want to know about the ticket?

Task

You've been invited to a friend's holiday cottage*. You're sending her an email (40–70 words) to ask for some information.

In your email ask:

- about bus connections
- about getting a ticket
- if you have to bring something along

VOCABULARY

— Hütte, Häuschen

From: caro13@mailconnect.com
Subject: Details please :)

Hi Sarah,
Thank you for inviting me. I've already got the train ticket, but not the bus ticket to your village.
Could you let me know how often there are buses and how long it takes? And how to get the ticket on the bus?
Should I bring my sleeping bag? Is there anything else I can bring with me?
Looking forward to seeing you.
Love,
Caroline

REPLY

Useful language:

Asking for information

- How long does it take ... ?
- How do I get to ... ?
- How far is it ... ?
- Is the walk ... ?
- When does ... leave?
- How much is a ticket?
- Can I book it online?
- Should I bring ... ?
- Do you want me to ... ?
- Do I have to change ... at ... ?

- 19 Now write your answer to the following task.

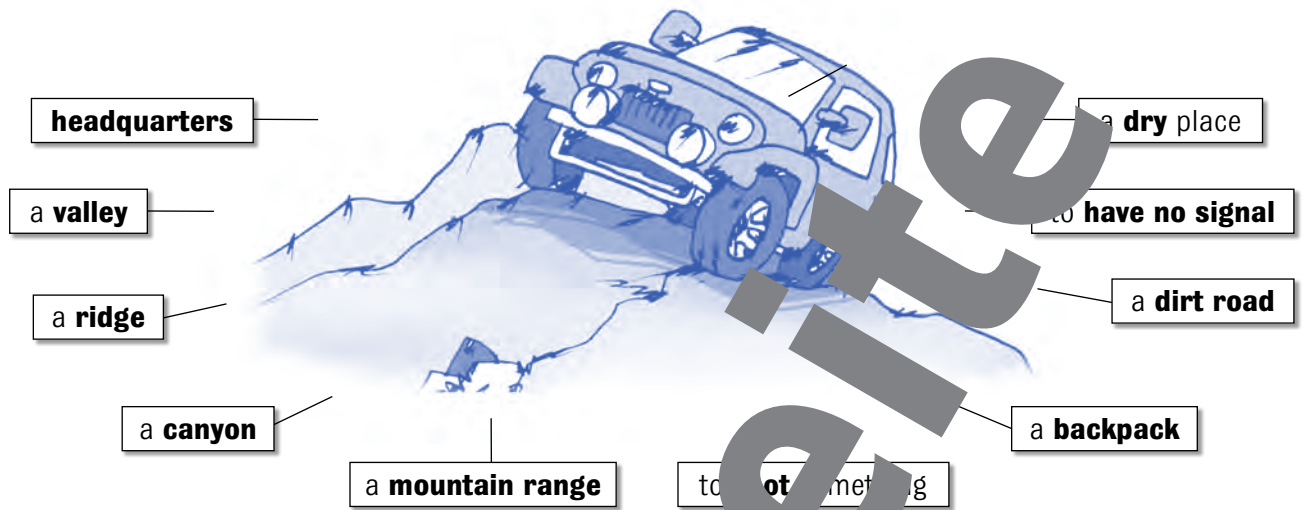
You've been invited to your aunt's new house in the mountains. You're sending her an email (40–70 words) to ask for some information.

In your email ask:

- where exactly her house is
- how you can get there
- what kind of clothes/shoes you should bring

WORD FILE

A holiday in Death Valley



MORE Words and Phrases

1	rent sth	<i>We rented a jeep in San Joaquin.</i>	etwas mieten	
2	You bet!		Und ob! Aber sicher!	
	capital	<i>Canberra is the capital of Australia, not Sydney!</i>	Hauptstadt	
3	map	<i>If you go hiking, you should bring a map with you.</i>	Karte	
	wine	<i>They make good wine in California, too.</i>	Wein	
4	commute	<i>My parents' office is not in their town. They have to commute.</i>	pendeln	
7	crack	<i>Her lip started to crack.</i>	zerspringen, zerbrechen	
	four-wheel drive	<i>We need a car with four-wheel drive in the desert.</i>	mit Allradantrieb	
	gold digger	<i>Gold diggers were people trying to find gold.</i>	Goldgräber/in	
	gold rush	<i>The California gold rush began in 1849.</i>	Goldrausch	
	lips	<i>Her lip started cracking and she started to cry.</i>	Lippen	
	on top	<i>Soon we were on top of a ridge.</i>	oben; obenauf	
	shade (no pl)	<i>We sat in the shade of a giant rock.</i>	Schatten	
	sights (pl)	<i>We looked at all the sights in Los Angeles.</i>	Sehenswürdigkeiten	
	be situated	<i>Where is Death Valley situated?</i>	liegen	
	steep	<i>A canyon is a valley with steep sides of rock.</i>	steil	
	thirst	<i>Some people died of thirst there. That's why it's called Death Valley.</i>	Durst	
	track	<i>There was a track through the mountains.</i>	Weg, Pfad	
	unbelievable	<i>That was an unbelievable adventure.</i>	unglaublich	
	8	of all time	<i>Some of the greatest movies of all time were made at Universal Studios.</i>	aller Zeiten
		paw	<i>My dog's paws were really dirty after walking in the mud.</i>	Pfote
print		<i>You can see hand prints of the stars in the pavement.</i>	Abdruck	
9	sightseeing	<i>Did you do any sightseeing in California?</i>	Besichtigung	
DVD	catch (the train)	<i>Hurry up, we need to catch the train.</i>	(den Zug) erwischen	

Reading

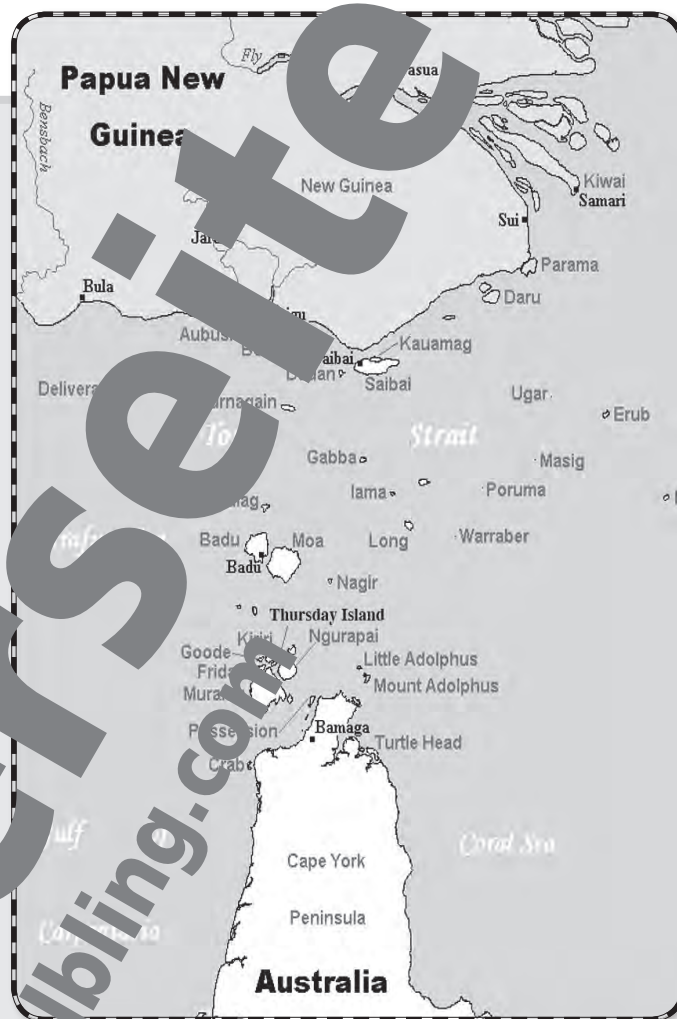
1 Read the newspaper article.



Australian children in desert island disaster

Naseli and Lisa Nona were on their boat from Badu Island on a birthday party on Thursday Island. With them were their four children, Stephen, 7, Norita, 10, Ellis, 15, and also 3-year-old Peter. The journey normally takes two hours and the family was about halfway between Badu and Thursday Island when the boat's motor stopped.

Naseli tried to start the motor again, but the waves were getting higher and higher and it was difficult to walk the engine and move around on the boat. The weather became really bad and suddenly the boat was turned over by the heavy wind. The children and their parents stayed in the water for their boat for some time, but then Ellis, Norita and Stephen were told by their parents to swim to the nearest island. Naseli and Lisa were trying to hold on to the boat and Pete was holding on to Naseli. The three children, who were all good swimmers, swam for about three hours before they reached



a little rock. They climbed onto the rock and hoped for a boat to come and rescue them. "The waves were pretty high," Stephen said, "and there was only a little space on the rock. We were hoping that somebody would come soon. A lot of people travel that route." But nobody came and so the children had to stay on the rock for two days and nights without water and food. "I was so hungry and thirsty," Norita said. "And then Stephen had an idea." Stephen and his sisters swam to another island. "I believe there's an island to the west. We must try to get there," Stephen said, "or we'll die."

The children were lucky. They were swimming for another one and a half hours and they were not attacked by any sharks. When they reached the small island, they found plums and coconuts. Finally they were found on the island by their uncle after four days. Unfortunately, their parents and their little brother are still missing.

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 The family was going to Thursday Island because there was
- 2 Halfway to the island there was a problem
- 3 There was a heavy wind which
- 4 The parents told
 - all of their children to swim to the nearest island.
 - their children to hold on to the boat.
 - three of their children to swim to the nearest island.
- 5 The children on the rock were hoping
 - for a boat to pass by. for the coastguard. for the helicopter rescue team.
- 6 The children left the rock
 - on a boat. because the water was too high.
 - because they needed drinking water.
- 7 How did they survive on the desert island?
.....
- 8 How long did they stay on the second island?
.....
- 9 What happened to their parents do you think?
.....

3 Check your answers.

Listening

CD4
18



4 Listen to Sharon's story about an earthquake. Put the events into the correct order.



- They were relaxing at the hotel.
- She was glad she didn't live in San Francisco.
- Suddenly the room began to shake.
- 1 An English girl, Sharon, and her family were staying in a hotel in San Francisco.
- Then the room shook again and they all rushed to the doorway.
- She also said they should stand in a doorway if there was another earthquake.
- Later she checked the internet and read that there were around 380 earthquakes a year.
- Then a painting fell on her ankle.
- The receptionist told them it was an earthquake.

Grammar Passive


5 Decide if the sentences are active or passive.

- The hurricane destroyed thousands of homes.
- Breakfast is cooked by the chef.
- He was paid a lot of money for the photo.
- We're not very happy with our room.
- The teacher was ten minutes late for the lesson.
- The plane was full of people.

Active Passive

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

6 Complete the text with the correct form of the verbs in brackets. Use the passive.



How a new MEGASTAR ★

1 is found! (find)

Read this leaflet carefully. You could be the megastar of our reality show.

3 days in the jungle!

Complete this entry card on the back and send it to us. Tell us you think you could be a **superstar**.

1 by our jury*. (pick) 25 young people 2 (choose) They 3 to our studio. (invite) They 4 to show how fit they are in front of a camera. (ask) Their performance 5 (film) Then the films 6 by the members of our jury. (watch) It's that easy. Send in this card — and you could become a new MEGASTAR!

7 a week later, each of the final 10 young people 8 to do some difficult tasks in front of a lot of people. (ask) Then the 9 by these people — and the winner could be YOU! (choose)

VOCABULARY: *jury – Preisrichter

7 Read the text by Mariangela Melata. Complete with past passive forms.

At this time the people of Chiuso 1 (wake) by an earthquake. I 2 (throw) out of my bed and in a few minutes most of my apartment 3 (destroy). I ran out into the streets. Many of the buildings around me 4 (damage) and most of the windows 5 (break). The main street 6 (block) by two fallen trees. During the day all the shops 7 (close).

8 Write sentences for the pictures.



1 worm* / eat / bird

The worm was eaten by the bird.

2 football / hit / boy

.....

3 race / win / a girl

.....

4 dinner / make / Dad

.....

5 house / destroy / earthquake

.....

6 dog / chase / boy

.....

7 plane / delay* / fog

.....

glass / break / cat

.....

VOCABULARY: *worm – Wurm; delay – verlangsamen

9 Read the text. Choose verbs from the box and use them in the past passive form to complete the text.

- damage
- injure
- close
- take
- treat
- kill
- destroy

In yesterday's avalanche two people ¹ were killed and eight
² and ³ to hospital.
 They ⁴ for shock and some cuts. One ski lift
⁵ and a small hut* ⁶
 completely The ski lifts
⁷ for the rest of the day.

VOCABULARY: *hut – Hütte

Vocabulary

10 Prepositions / near in each sentence.

- 1 Don't stand a tree if there's a storm.
- 2 Keep from a volcano if it's going to erupt.
- 3 During a tsunami, buildings the coast are in great danger.
- 4 If there's an earthquake, it's a good idea to lie a desk or table.
- 5 There was a mudslide the village.
- 6 During a flood, keep from electricity.

11 Read the text. Complete with the words in the box. There is one extra word.

collapsed cracks crushed died escaped rescue safe earthquake



There was a terrible ¹ last night in Japan. It measured 7.2 on the Richter scale. Some streets in the cities have big in them. Many older houses ³ and some people inside them were Some people were lucky they ⁵ and now they are ⁶ Workers are trying to find people who are still alive and ⁷ the

12 Find the nine words for natural disasters and write them down.

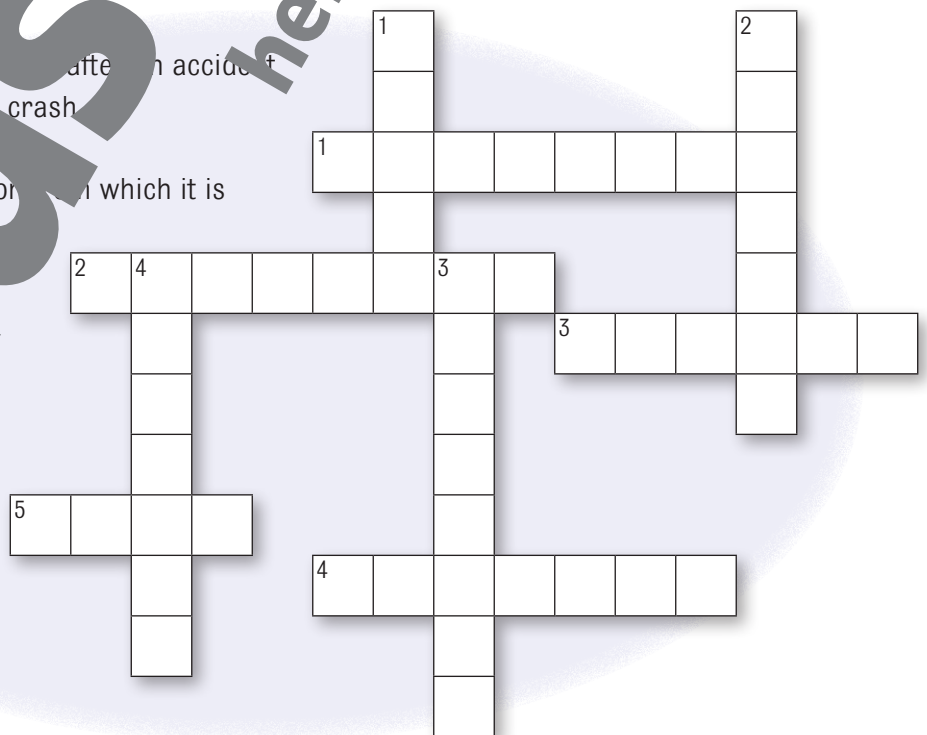
.....

	F	I	E	K	V	O	E	B
E		N	A	O	I	R	A	
F	A	I	A	S	L	M	I	V
		C	C	N	C	A	F	A
L		Y	I	O	A	N	T	L
L	H	R	R	T	N	U	S	A
S	T	C	R	S	O	S	E	N
D	R	O	U	G	H	T	R	C
U	A	L	H	T	O	R	O	H
M	E	F	D	O	O	L	F	E

13 Do the crossword puzzle.

Across

- a person who does not suffer in accidents
- e.g. a flood, torn, crash
- to save from danger
- to be in a bad position in which it is difficult to escape
- to tell someone about a problem or danger
- to be hurt
- to be in a dangerous place
- to be in a bad position in which it is difficult to escape
- to be in a bad position in which it is difficult to escape
- to be in a bad position in which it is difficult to escape



Developing writing skills Stories (2)

14 Read the task and what a student wrote. What was the climber's mistake?

Task

Imagine you got caught in an avalanche. Write the story of what happened (120–150 words). In your story say:

- where you were and who was with you
- why the avalanche happened
- how it affected you
- how you were rescued
- what happened afterwards

There were four of us, and we climbed the Matterhorn on the 'normal route', past the 'Hörnligrat'. We were all good climbers and the sun shone so we thought it would be no problem. When we were up at around 4,000 metres we had a brief rest. I put my rucksack down, but I made the mistake of putting it too far away from me and it started sliding down. I tried to grab it and suddenly I slipped. I only stopped after about a hundred metres, but everything seemed OK. As I tried to climb back up, the snow broke away under me and it started an avalanche. It was not a big one, but it carried me along and soon I was under the snow – I didn't know. There was a pocket of air next to my face, and I was able to breathe, but nobody heard me. I breathed hard and I felt very dizzy.

After what seemed like eternity, my hand reached down to my feet and a few minutes later my friends dug me out of the snow. It turned out my right arm was broken. That was the end of my Matterhorn dream.



VOCABULARY: *eternity – Ewigkeit

Writing Tip:

Narrative Tenses 1

We usually use past forms to tell stories. We use past simple to describe most of the action but don't forget to use the past continuous to:

- set the scene
- describe an action happening at a certain time
- describe a longer action that is interrupted by a short action

- 15 There are six cases in the text where the past continuous would be better. Replace the past simple forms with the past continuous ones.

was breathing was shining was sliding was trying were climbing were digging

Writing tip:

Writing a story (2) – Adding drama

- Try and use dramatic vocabulary, for example: *grab* (not *hold*), *hug* (not *embrace*) (not *very big*).
- Use repetitions (He hoped that And he hoped that He also hoped that).
- Check your story develops in a logical way.
- If possible put in something unexpected/surprising/dramatic
- Use good introductory words to your sentences. Do not only use *and*, *but*, *also*.

- 16 Now write your own answer to the following task.

Task

Imagine you were in a boating accident. Write a story about it (120–150 words).

In your story say:

- where you were and who was with you
- why the accident happened
- what happened to you / the others
- how you were rescued
- what happened afterwards

Everyday English

- DVD Look at the phrases on page 97 in your Student's Book again. Use them to complete the dialogues.

- A I need to buy a new mobile.

B But if I were you, I'd just buy a new battery.
- A I think it's going to rain. Can I borrow your umbrella, please?

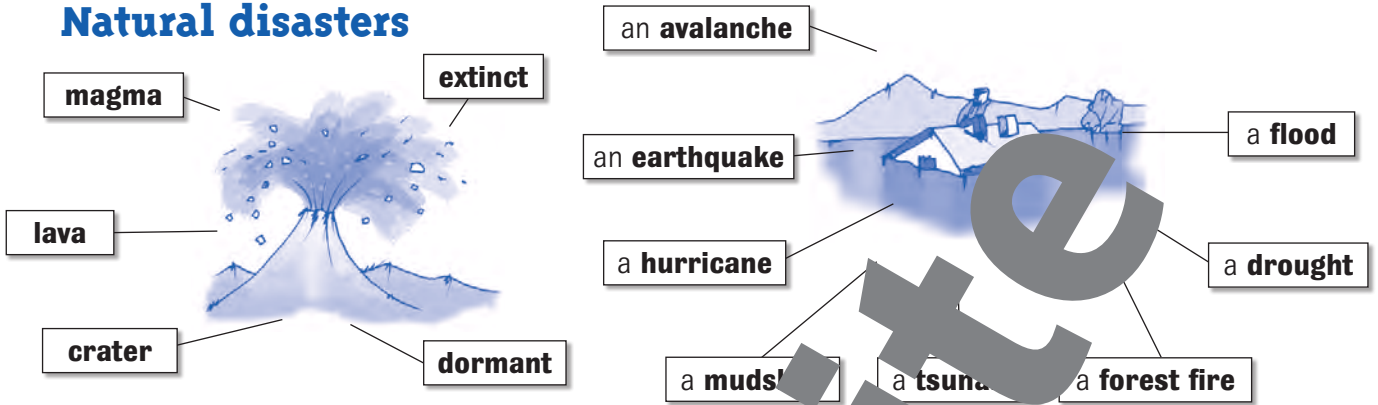
B Sure!

A I'd like to borrow your umbrella, please.
- A Somebody told Chris that I took Lisa to the cinema yesterday!

B Hey! I didn't tell him.

WORD FILE

Natural disasters



MORE Words and Phrases

1	disaster	<i>A great disaster of the modern world was the tsunami in 2004.</i>	Katastrophe, Unglück
	volcanic eruption	<i>The volcanic eruption destroyed many parts of Hawaii Island.</i>	Vulkanausbruch
2	undersea	<i>A huge undersea earthquake happened in the Indian Ocean.</i>	Unterwasser-; unter Wasser
3	change	<i>This could start a catastrophic change in the world's weather.</i>	Veränderung, Wechsel
	erupt	<i>The volcano erupted on June 15.</i>	ausbrechen
4	active	<i>In Indonesia there are more than 70 active volcanoes.</i>	aktiv
	ash	<i>The volcano sent ash and smoke into the air.</i>	Asche
	collapse	<i>A woman was trapped when her collapsed home.</i>	zusammenbrechen, einstürzen
	evacuate	<i>60,000 people were evacuated from the island.</i>	evakuieren, räumen
	luckily	<i>Luckily, the evacuation saved thousands of lives.</i>	glücklicherweise
	measure	<i>The earthquake was measured on the Richter scale.</i>	(ab-)messen
	(rescue) operation	<i>The international rescue operation saved a lot of people.</i>	Rettungseinsatz
	survivor	<i>After the rescue operation only a few survivors were found.</i>	Überlebende/r
	be trapped	<i>Two children were trapped in a building.</i>	eingeschlossen sein
	warn	<i>Scientists warned about the danger.</i>	warnen
6	injured	<i>Many people were injured.</i>	verletzt
	furniture	<i>She didn't like the furniture in her new house.</i>	Möbel
	keep away from	<i>Keep away from windows, and from heavy furniture that might fall over.</i>	fernbleiben von
7	crush	<i>He had been crushed under a tree.</i>	zusammendrücken; zerquetschen
	underneath	<i>Get underneath the kitchen table in an earthquake.</i>	unter
8	bruise	<i>When she fell from the horse, she had a large bruise on her shoulder.</i>	blauer Fleck, Bluterguss
	cut	<i>He had to go to hospital because he had a large cut on his hand.</i>	Schnittwunde
	raft	<i>Chuck built a raft to escape from the island.</i>	Floß
	turn	<i>The rainfall quickly turned into heavy snowfall.</i>	werden; sich verwandeln in
12	desert island	<i>How do you survive when you are a castaway on a desert island?</i>	einsame Insel
	pleasure (no pl)	<i>It's a pleasure to be here.</i>	Freude, Vergnügen
	plenty	<i>I'll have plenty of time to learn all of it.</i>	genügend, jede Menge
13	advice	<i>I don't know what to do. Can you give me some advice?</i>	Rat
14	moving	<i>It was a sad and very moving story.</i>	bewegend, ergreifend

Reading

1 Read the story. Put the pictures in the correct order.

A dilemma



I went to the cinema yesterday and I saw John outside – he’s my best friend Sandra’s boyfriend, but he’s quite a good friend of mine too.

I was talking to him and I could see that he was a bit nervous. He kept looking over his shoulder. I thought it was because Sandra hadn’t turned up yet. (Sandra is always late.)

Anyway, suddenly this girl came over and she took John by the hand and said, “Come on, John, the film’s going to start in a minute. Let’s go and get some popcorn first.” They went. He didn’t even say goodbye to me. I was shocked and decided not to go to the cinema. I just went home. I just can’t stop thinking about John and that girl.

When I got home the phone rang. It was Sandra. She asked me something about the Maths homework. She was doing Maths all evening. “I couldn’t go out,” she said. “John was working for English and I had to do my

Maths homework.” I told her the answer to my Maths problem and she thought to myself, “Should I tell her about John and that other girl?” I don’t know what to do and then Sandra just said, “Bye Jenny! Thanks for your help!” and she hung up. So in fact, I didn’t have a chance to say anything to her. I hardly slept that night. I was feeling so bad. Part of me wanted to phone Sandra back and tell her everything. I just didn’t know what to do.

The next day, after school, I was walking home from school and I saw Sandra and John in the street. They were arguing like crazy! Shouting at each other, pointing fingers at each other, all that stuff. I was shocked – I just stopped and watched them.

Then Sandra saw me and

she walked over to me. She was still really angry. “You knew about this!” she shouted at me. “You knew! You saw him at the cinema, didn’t you?” Then John came over and said, “Sandra, it’s not Jenny’s fault – shout at me, not at her!” But Sandra just looked at me and said, “I hate you! I hate both of you!” And then she turned and walked away. I didn’t get a chance to say a word.

Since then, Sandra hasn’t spoken to me, she hasn’t phoned me, she doesn’t even look at me. I’ve sent her quite a few texts to explain, but she never replies. I don’t see John either – he doesn’t go to our school anyway. And so it seems I’ve lost two friends and I don’t think I deserve it – I didn’t do anything wrong.

2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 John and Jenny are
- 2 Jenny thought John was waiting
- 3 Jenny was that she didn't go into the cinema.
- 4 Jenny didn't know John was at the cinema. T / F
- 5 Jenny was angry when she put the phone down. T / F
- 6 Jenny was kept awake by the dilemma. T / F

Answer the questions in one sentence.

- 7 Why was Sandra so angry with Jenny?
.....
- 8 How has Jenny tried to tell Sandra how she feels?
.....
- 9 Do you think Jenny did the right thing? Why (not)?
.....

3 Check your answers.

Listening

CD 4
19

4 Listen to Eve and Ken playing the dilemma game. Put the situations in the order that you hear them.



CD 4
19

5 Listen again and answer the questions with *Eve* or *Ken*.



Who would ...

- 1 want to know who their brother spent the night?
- 2 do what their brother wanted them to do?
- 3 refuse to tell the teacher all they knew?
- 4 say anything about the window if they were the guilty person?
- 5 leave the wallet on the floor?
- 6 try to find out who the wallet belonged to?

6 Now write your answer to each dilemma from 4.

- Dilemma A
- Dilemma B
- Dilemma C

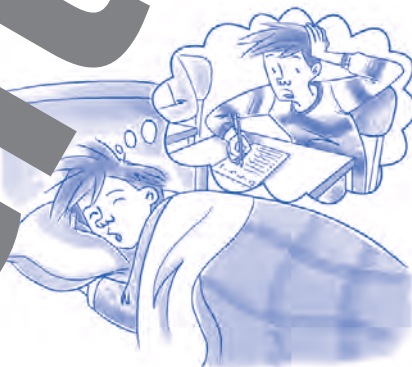
Grammar 2nd Conditional

7 Match the beginnings and endings of the sentences.

- | | |
|--|---|
| 1 If I had enough money, | <input type="checkbox"/> you'd get better marks. |
| 2 If my brother had a problem, | <input type="checkbox"/> I'd buy a new computer. |
| 3 If I found some money in the street, | <input type="checkbox"/> would you tell me? |
| 4 If you worked harder, | <input type="checkbox"/> I'd take it to the police station. |
| 5 If I was president of Austria, | <input type="checkbox"/> I'd change lots of things. |
| 6 If you knew the answer, | <input type="checkbox"/> I'd help you. |

8 Put the dialogue in the correct order.

- 1 A I'd like to get better marks at school.
- A That's right. And then I'd lose marks for being late.
- A Well, if I got tired, I'd need to sleep more.
- A Yeah, but if I studied more, I'd get tired in the morning.
- B What's the problem with being tired?
- B Well, if you studied more, you'd get better marks.
- 8 B Oh dear. My head hurts!
- B And if you slept more, you wouldn't wake up in time for school.



9 Circle the correct word.

- 1 If I *have / had* more money, I'd buy the flat for you.
- 2 If you *go / went* to London, you'd see a lot of English people.
- 3 If it was my birthday, I *would get / I got* a lot of presents.
- 4 I would help you if I *didn't / would* have homework to do.
- 5 If he *would have / had* a girlfriend, he'd be very happy.
- 6 If there was a test, I *wouldn't / couldn't* pass.
- 7 What *did / would* you do if you found money in the street?
- 8 He *didn't / wouldn't* go to New York if he lived there.

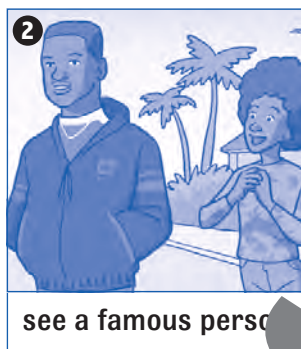
10 Put the verbs in brackets into the correct form.

- 1 If my father **was** (be) here, I **would be** (be) very happy.
- 2 If she **would see** (see) (not live) in London, I **would see** (see) her more often.
- 3 If you **would have** (have) a dictionary, I **would look** (look) this word up.
- 4 If my computer **wouldn't be** (not be) broken, I **would write** (write) some emails.
- 5 If you **would let** (be) her (be) here, she **wouldn't let** (not let) you do that!
- 6 The teacher **would be** (be) angry if she **would know** (know).
- 7 If I **wouldn't be** (not be) so tired, I **would play** (play) football with you.
- 8 We **wouldn't see** (not see) them very often if they **wouldn't live** (not live) next door.
- 9 My parents **would buy** (buy) a bigger car if they **would have** (have) the money.

11 Write the sentences.

- 1 I don't like Sally. I don't talk to her.
If I liked Sally, I'd talk to her.
- 2 He doesn't have a computer. I don't send him emails.
If
- 3 She's ill. She isn't at school.
If
- 4 I like you. I help you with your homework.
If
- 5 They're on holiday. They aren't here today.
If
- 6 My modem is broken. I don't surf the internet.
If

12 Look at the pictures. Write three more dialogues.



- 1 A What would you do if you lost your key?
B I'd go to my friend's house.
- 2 A
B
- 3 A
B
- 4 A
B

13 Write your own answers to the questions.

- 1 What would you do if your best friend stopped talking to you?
.....
- 2 What would you do if you lost your wallet?
.....
- 3 What would you do if you won a lot of money?
.....
- 4 What would you do if you were the president of your country?
.....
- 5 What would you do if you could travel in time?
.....
- 6 What would you do if you forgot who you were?
.....

Vocabulary

14 Find eight words in the word snake.

pickstnergrouppcheekygroundeddetentionweirdillemma

15 Complete each sentence with one of the words in the box.

- My parents got angry with me and they've me for a week!
- He often gets into trouble for saying things to the teacher.
- I don't know what the right thing to do is. It's a real for me.
- He shouldn't wear those silly glasses. He looks like a with them.
- If you talk in class, you'll get
- He's a real bully* – he always of smaller kids.
- Look at his clothes! They're all that's really !
- I'm going out on Friday with a of kids from school.

VOCABULARY: *bully – jemanden, der andere tyrannisiert

16 Complete the mini-dialogues with the words in the box. There are two extra words.

ask me out trouble lonely deserve stay behind
rude by mistake meet up lent owe me

- Andy Hey, you open my letter?
Mandy Sorry, I opened it
- Julian Nina much too nice for you – you don't her.
Nina you say that again, you're in
- John Do you think Jim will with us this weekend?
Karen I'm not sure, he said he wanted to with his friends.
- Fred You still the money I gave you for the book.
Adrian Sorry, I completely forgot you it to me.
- John Why did Amy say that to me? It was really unkind.
Sara Don't worry too much about it. Sometimes she can be really

17 Now write three mini-dialogues with the words from 16.

- 1 A
- B
- 2 A
- B
- 3 A
- B

Developing writing skills Poem

18 Read the task and what a student wrote. What is the Butterfly Lady's wish for herself?

Task

You were asked to contribute an IF-poem to a poetry website. Write a poem. Think about:

- a situation / a person / an incident for your poem
- a way to repeat the if-construct
- a punchline
- a title

The Butterfly Lady

If I could have three friends
I'd wish for another three
But I know that all fairy tales
This is something I can't be.
So if I had one wish
I'd wish for a peaceful world
In which nobody goes hungry
And nobody is without a home.

But for me I could wish for twelve butterflies
To fly around or behind me
So wherever I go
People would know
Here comes the butterfly lady
Who makes them smile
At least for a while.



Language tip:

Writing poetry

When writing a poem always think carefully about the language.

- Which word is the best?
- Which words or phrases should I repeat?
- Should I use rhyming words or not?
- How long are the lines of the poem?
- Think of a strong opening line to attract the reader's attention.

19 Read the text again and find out:

- how many *if*-sentences there are
- how many rhymes there are
- how many repetitions there are

Writing tip:

Writing a poem

There are many ways to write a poem. Here are some things to consider:

- Think of what you want to write about (e.g. the seasons, a person, an animal).
- Think of how long your poem should be (is it a one-stanza poem?).
- Think about rhyming words – a poem doesn't have to rhyme!
- If you want to rhyme, there are some good rhyming dictionaries online.

The most important thing is:
to write. And write. And write.
Then rewrite and rewrite.
Ask a friend for feedback. And rewrite and rewrite.

20 Now write your answer to the following task.

Task You are asked to contribute a poem about summer to a poetry website.

Write a poem.

Think about:

- what aspect of summer you want to write about
- whether it is a nature poem or a people poem
- whether you want to use rhymes
- a good title for your poem

MORE Words and Phrases

	dilemma	<i>She's in a real dilemma.</i>	Dilemma, Zwangslage	
1	cheeky	<i>Steve's really cheeky.</i>	frech, dreist	
	detention	<i>I had to stay late after school because I got detention.</i>	Nachsitzen	
	be grounded	<i>Mum grounded me because I came home late.</i>	Hausarrest haben	
	nerd	<i>He's not very popular with the other kids because he's a bit nerd.</i>	Gebeißter, Sonderling	
	outsider	<i>No one really likes me here. I feel like such an outsider!</i>	Fremder/ine; Außenseiter/in	
	pick on sb	<i>I don't like her. She picks on you all the time.</i>	auf jdm. herumhacken	
	punish	<i>I'm going to punish you for not doing your homework.</i>	bestrafen	
	punishment	<i>What do you think is the right punishment? No TV or no book?</i>	Bestrafung, Strafe	
	stay behind	<i>He had to stay behind after school.</i>	zurückbleiben	
2	all year round	<i>If life were that easy, we'd be happy all year round.</i>	das ganze Jahr über	
	by mistake	<i>I did the wrong homework by mistake.</i>	aus Versehen, versehentlich	
	deserve	<i>Why do you think you deserve detention?</i>	verdienen	
	forever	<i>Think about it – but don't take forever!</i>	ewig	
	I wasn't born yesterday.	<i>Don't think I don't know what you're talking about. I wasn't born yesterday!</i>	Ich bin nicht von gestern.	
	It's his own fault.		Er ist selbst schuld.	
	loser	<i>He's a bit of a loser.</i>	Verlierer/in	
	mean	<i>Laughing at other people is mean, Tom!</i>	gemein	
	meet up	<i>Do you like meeting up with your friends?</i>	sich treffen	
	poetry	<i>I like reading poetry.</i>	Dichtung, Lyrik	
	Serves you right.		Das geschieht dir recht.	
	silent	<i>I won't say anything. I promise to be silent.</i>	still; ruhig	
	trip	<i>Steve put out his tongue when the teacher asked him a question. He tripped.</i>	stolpern	
	weird	<i>I really like her but her boyfriend is a bit weird.</i>	seltsam	
	6	get into trouble	<i>It's not good to get into trouble with your parents, your teachers or your friends.</i>	Schwierigkeiten bekommen
		practical joke	<i>Don't play a practical joke on me!</i>	Streich
7	alibi	<i>One of the suspects didn't have an alibi for last night.</i>	Alibi	
8	ID (=identification)	<i>Do you have any ID with you?</i>	Ausweis	
	tell sb off	<i>Tim got told off by his teacher for talking in class.</i>	jd. vertratschen/verpetzen	
10	fix	<i>Can you fix my computer?</i>	reparieren	
11	ask sb out	<i>Tom asked his new girlfriend out on Saturday.</i>	jd. einladen (auf)	
	coach	<i>The coach doesn't want me to be on the football team.</i>	Trainer/in	
12	owe sb sth	<i>He owed his brother a lot of money.</i>	jd. etwas schulden	
	lend	<i>Could you please lend me some money?</i>	leihen	

Reading

1 Read the text about a tour to the Okavango Delta in Botswana.

Classic Botswana



What is the Okavango Delta?

It is one of the world's most famous wilderness areas. The delta is formed by thousands of channels of the Okavango River with clear water.

There are a lot of small islands and larger dry open areas with scattered trees. The Okavango is home to more than 400 different kinds of birds and large herds of buffalo, zebras* and elephants. You will also find crocodiles, hippos, cheetahs*, leopards, lions and different kinds of monkeys. In August, during Botswana's dry winter months, the delta swells to three times its size. That makes the delta one with Africa's greatest concentration of wildlife.

VOCABULARY: *channels – Kanäle; herd – Herde; antelope – Antilope; cheetah – Gepard; spotlight – Suchscheinwerfer



What are the camps like?

There are camps with stone bungalows or nice tents, each with a private shower and toilet. In each camp there is also a large dining room where all meals are taken by the guests, and a shop where you can buy souvenirs. Of course there are also luxury camps with private balconies and very large rooms. Many camps offer great views of the country, and you can enjoy listening to the sounds of wildlife. Normally, people go to at least one water camp and one bush camp.

What can you do at the camp?

You get up at six o'clock and have a wonderful breakfast. Then at half past six the first drive of the day starts, and it ends at ten or eleven. When you stay in a camp in one of the large dry areas you will go for a drive in a Land Rover.

When you stay in a water camp you will either go by boat or by canoe which is called a 'mokoro'. There are only seats for two people in a mokoro. The guide uses a long stick to push the canoe along.

When you come back to the camp, lunch will be waiting for you. Then you can rest or relax until five. At five there is the second drive of the day and part of it will be in the dark. The guides will use a spotlight* to look for animals.

When you come back at about nine, dinner will be waiting for you. After that, you may have a chat round the camp fire.

When you go to bed, a guide will go with you to your bungalow or tent as there may be wild animals like elephants or lions around.



2 How many of these tasks can you do?

Complete the sentences with no more than 4 words.

- 1 Thousands of channels from the Okavango River
- 2 More than 400 birds
- 3 The delta is three times bigger in
- 4 Bungalows and tents
 - all have private showers and toilets.
 - all have a kitchen.
 - are often very uncomfortable.
- 5 In each camp
 - you can cook your meal yourself.
 - there is a large dining room where you can take your meals.
 - there is a dining room for dinner only.
- 6 Most people
 - wake up early in the camps.
 - stay in two different types of camps.
 - stay in luxury camps.
- 7 What do guests do in the morning?
.....
- 8 What do guests do in the afternoon?
.....
- 9 What do guests do in the early morning?
.....

3 Check your answers.

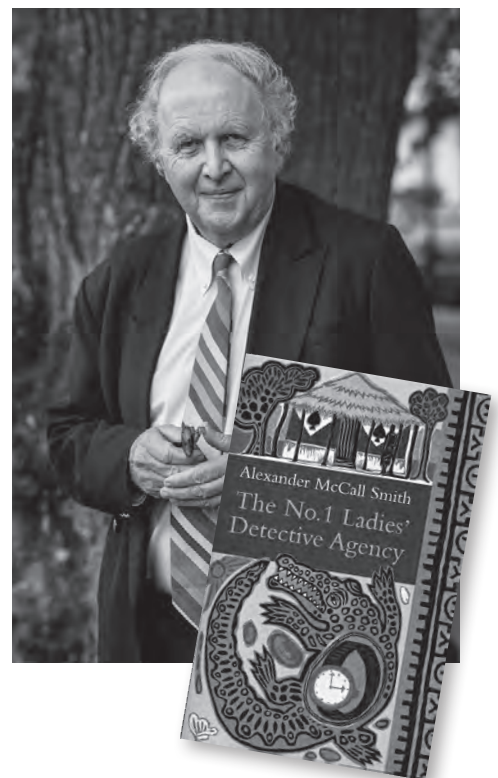
Listening

CD 4
20



4 Listen to Larissa talking about Alexander McCall Smith and Mma Ramotswe. Then answer the questions below.

- 1 What are the two favourite hobbies of Larissa's family?
.....
- 2 How many books has Alexander McCall Smith written so far about Mma Ramotswe?
.....
- 3 Who is Mma Ramotswe?
.....
What kind of character is she?
.....
- 5 What does Mma Ramotswe teach us about Africa?
.....
- 6 Why does Larissa think that McCall Smith is good at writing about Africa?
.....



Grammar *going to*

5 Write what they are going to do in 10 years.



- Jonathan work in a restaurant
- George write successful books
- Maria be a French teacher
- Miriam open a shop

- Sid marry Maria
- Mike run in the London Marathon
- Hannah win a lot of money
- design furniture

.....

.....

.....

.....

6 Complete the questions.

- 1 A What at the weekend?
B I'm going to do nothing!
- 2 A What do in the holidays?
B I'm going to stay home for the holidays.
- 3 A Who organise the party?
B My friends are going to help.
- 4 A Why play football today?
B Because my leg hurt.
- 5 A What do when you leave school?
B I'm going to work in a bank.

7 Complete with the correct form of *going to* and the verbs in brackets.

From:	val4@mailco...t.com	REPLY
Subject:	Our holiday year 😊	

Hi Valerie,

We've planned our holiday – I think. We ¹..... (drive) around
 you've never been there. We ²..... (see) as
 many places as possible. We ³..... (not go) camping this
 year. We ⁴..... (stay) in small hotels.
 Dad ⁵..... (rent) a car, unless he forgets. Don't worry – I
⁶..... (remind) him right away.

Best,
 Valerie

8 Read the poem and complete with the *going to* forms.



I ¹ (get) on a plane
 And fly away
 I ² (choose) a country
 Where I want to stay
 I ³ (find) a job there
 And buy a welcome mat
 I ⁴ (earn) a lot of money
 And buy a flat
 I ⁵ (put) the mat
 In front of the door
 I ⁶ (wait) and wait
 And sit on the floor
 One day I ⁷ (hear) a knock
 And there's a lovely girl outside
 We ⁸ (fall) in love and then
 A year after (become) my bride.
 And then I ⁹ (wake)
 From my sleep
 I (make) some tea ...
 Ah, and a good idea it seems.

9 Complete the email with the correct form of *going to* and the verbs in the box.

fly meet take use go

From: alex.s@mail.com

Subject: Botswana

Hi ...

Guess what! I to Botswana in

..... that is when you can see a lot of

animals. I we ² to Gaborone.

During some people there and then we ⁴ in

the Okavango Delta for a few days. Of course, I ⁵ a lot of

pictures, and I ⁶ them for a slide show at school. I'm sure it

⁷ awfully interesting.

Alex



Vocabulary

10 Choose the correct answers.

- 1 a) planned | 2 a) checked | 3 a) done | 4 a) found | 5 a) look | 6 a) buy | 7 a) buy
 b) found | b) hired | b) made | b) looked | b) surf | b) watch | b) hire
 c) looked | c) made | c) had | c) asked | c) check | c) check | c) make

A Have you ¹..... your trip yet?
 B Most of it. My dad's ²..... a car to drive us to the airport and we've
³..... the hotel reservation.
 A What are you going to do there?
 B I'm not sure. We haven't ⁴..... out about all the things there are to do.
 A Why don't you ⁵..... out the area on the internet?
 B That's not a bad idea. Maybe I can ⁶..... a map of the area online.
 A What about the language? Are you taking lessons?
 B No. I think I'll ⁷..... a dictionary to use.
 A Well good luck, and don't forget to send me a postcard.
 B I won't!

11 Tick the verbs and phrases that go together.

	a holiday	a trip	hotel reservation	a car	checked out	a map of the area	the area out on the internet	out about good restaurants	information about the best beaches
find									
book									
make									
plan									
buy				✓					
hire				✓					
check									

12 Match the words and the definitions.

- 1 wilderness having the job of taking care of someone/something
 2 check out something a machine that makes something move
 3 attach right away
 4 responsible to find out if something is true
 5 impolite to fasten one thing to another
 6 engine wild and natural area where only few people live
 7 at once rude

Developing writing skills Summary

13 Read the task and what a student wrote. Why are Alessia and George worried?

Task

Your teacher asked you to write a summary of the story *Alessia* (SB p. 58; 140–170 words). Write about:

- who Alessia is
- what George thinks about her
- what his mum wants him to do
- how he reacts
- how George and Alessia become friends
- what their problem is

“Alessia” is about a girl who comes to England from a foreign country and who can’t speak English. The boy next door is a bit disappointed because he was hoping for a girl who could play football with. Soon after Alessia and her parents move in, George’s mother asks him to take things to her like old books and games. George doesn’t like this, and suddenly there’s her room full of all these things himself. But George’s mother insists, and George actually likes the way Alessia smiles at him when George goes there.

George goes to see Alessia more and more often, and after a while George quite likes Alessia. Alessia’s English has improved and George often talks to Alessia. George often steps in when someone is bullying Alessia at school.

Two years later George and Alessia are good friends. Unfortunately, Alessia’s parents are talking about moving, and George and Alessia are rather sad about this.

Language tip:

Using pronouns

Pronouns are useful because they help you avoid repetition of nouns in your writing. However, it is important to use the correct ones and make sure it’s clear what they refer to. Otherwise you can easily confuse your reader.

14 Read the text again. In the first paragraph 6 pronouns have been highlighted.

a) What do they refer to?

In the second paragraph 6 pronouns have been used for George and Alessia.

b) How would you replace the names with pronouns? Be careful not to replace them all.

Writing a summary

- Read the text carefully and underline the most important information.
- Make sure you don’t mention too many details.
- Use the present tense for your summary.
- Use time expressions (*soon after, after a while, two years later ...*).
- Connect ideas (*and, but, because, actually ...*).
- Avoid direct speech in your summary.
- Think carefully how to use paragraphs.
- Stick to the number of words for your summary.

15 Now write your own answer to the following task.

Task

Your teacher asked you to write a summary of the story *Going to Granada* (WB p. 19; 140–170 words). Write about:

- who is going to Granada
- why they are going there
- what happens after the plane lands
- what happens on the van
- how they get to Granada

Everyday English Red kite alert

DVD Complete the dialogues with the phrases on p.123 in your Student's Book.

- 1 **A** Let's ask Mum if we can stay out late tonight.
B Why? She'll say no for sure. It's
- 2 **A** Hey you guys. Come with me to the cinema tomorrow.
B Sorry, no – we're all busy.
A Oh, all right. I'll go then.
- 3 **A** That new boy in class is awful. He's always making and making trouble.
..... I can't stand him!
B You're I don't like him either –
no one does really.

MORE Words and Phrases

	wilderness	Go into the heart of the wilderness.	Wildnis
2	attach	I've attached the photos to my email.	anhängen
	check out sth	Check out where the capital is.	etwas untersuchen, überprüfen
	in case ...	I'll see you tomorrow in case you forget.	für den Fall, dass...; falls
	official language	The official language in Botswana is English.	Amtssprache
3	compare	They tried to compare the size of the two countries.	vergleichen
4	mine	There are many diamond mines in Botswana.	Mine (Ausgrabung)
	wetland	The Okavango Delta is a large wetland.	Sumpfbgebiet
6	die out	We need to protect leopards or they'll die out.	aussterben
	otherwise	We need to protect them. Otherwise they'll die out.	andernfalls, sonst
	stuffed	Animals are killed and then stuffed so people can keep them at home.	ausgestopft
		It's illegal to take wildlife souvenirs back to Britain.	wilde Natur
7	at once	If you see him, please tell me at once.	sofort
	by the way	By the way, I was glad I didn't have to drive.	übrigens
	impolite	It's not nice to be impolite or rude to other people.	unhöflich
9	engine	Alex stopped the Land Rover and switched off the engine.	Motor
	round a bend	We came round a bend – there it was!	um die Ecke, um die Kurve
	slope	The car went off the road and down a slope.	Hang
	switch on/off	They switched the electricity back on again.	ein-/ausschalten
	turn over	The car turned over and landed on its roof.	(sich) überschlagen

Musterseite
helbling.com

Answer key – Workbook

Name: _____

Class: _____

UNIT 1

- 2 1 T, 2 F, 3 F
4 do a charity concert to raise money for computers. 5 discuss it with the band. 6 did not all agree with Josh.
7 That raising money for computers has nothing to do with charity. / Charity should be all about people. 8 They will give half of the computers to a children's home. 9 There were not enough tickets for the first one. / Not everybody could get in the first time.
- 4 1 also in some lessons at school. 2 pop. 3 on Spotify. 4 two instruments. 5 the guitar. 6 music by Bob Dylan and Janis Joplin. 7 listening to classical music. 8 a CD player.
- 5 1 play, 2 sings, 3 plays, 4 sing, 5 does, 6 do, 7 writes, 8 write, 9 don't, 10 doesn't
- 6 1 dreamt, 2 got, 3 didn't know, 4 took, 5 practised, 6 didn't want, 7 wanted, 8 studied, 9 didn't think, 10 fell, 11 said, 12 could, 13 couldn't, 14 had, 15 went, 16 talked, 17 asked, 18 loved, 19 agreed
- 7 1 1 What's your favourite band, Nigel? 2 What do you like about *Maroon 5*? 3 And what do you like about *Little Mix*?
2 1 Do you like dancing, Jan? 2 When did you start dancing? 3 Do you have a favourite band to dance to?
3 1 Do you listen to a lot of music, Helen? 2 How do you get your music from? 3 Do you ever buy CDs?
- 9 1 auditions, 2 training, 3 day, 4 give, 5 training, 6 day, 8 get
- 10 Blues, Heavy metal, Rock, Classical, Hip-hop, Opera, Reggae, Folk, Indie, Pop, Techno
- 11 1 take place, 2 raise, 3 donation, 4 performing, 5 famous, 6 lyrics
- 12 1 d, 2 c, 3 g, a, 4 f, b

- 14 He didn't like the way it had so much piano in it.

UNIT 2

- 1 A lucky coincidence
- 2 1 F, 2 F, 3 T
4 a nice man, 5 didn't want, 6 for lunch
7 He was walking through a wood.
8 He drove them home. 9 He didn't say a bad word about him any more.
- 5 Sarah is most like Dan.
- 6 8, 4, 11, 9, 10, 7, 2, 12, 6, 5, 3
- 8 1 watching, 2 started, 3 had, 4 working, 5 fell, 6 read
- 9 1 Dawn broke her leg when she was playing football.
2 Henry was drinking coffee when he dropped his cup. / Henry dropped his cup when he was drinking coffee.
3 Juno was barking the dog when it started raining.
4 Peter was working at the computer when the chair broke. / Peter broke the chair when he was working at the computer.
5 Billy was reading a book when his headache started.
6 Billy was listening to his MP3-player when he crashed into a lamp post. / Billy crashed into a lamp post when he was listening to his MP3-player.
7 Sue fell asleep when the teacher was talking.
8 Richard was eating an apple when his tooth fell out.
- 10 1 was walking, 2 saw, 3 opened, 4 found, 5 was thinking, 6 saw, 7 was shopping, 8 didn't look, 9 asked, 10 knew
- 11 1 MP3-player, CD, 2 mobile phone, 3 cap, sunglasses, 4 bill
- 12 1 pay the bill, 2 tried the sunglasses on, 3 listening to his MP3-player, 4 talking on her mobile phone, 5 listen to CDs, 6 try on a cap

- 13 1 cross, 2 try on, 3 similar, 4 tune, 5 decide, 6 survive, 7 handbag, 8 incredible, 9 enter, 10 fictional, 11 huge; mystery word: coincidence

- 14 1 I was walking through a wood.
2 watch out,
3 Serves you right, 4 I know what you mean.

UNIT 3

- 1 Lucille's mother, 2 to make her happy, 3 a bus to Granada
4 it was very different to bus stations in the UK. 5 but the driver drove really fast. 6 was full of people.
- 4 1 Jeremy → William, 2 book → film/movie, 3 sofa → carpet, 4 roof → ceiling, 5 quick → lovely long, 6 angry → happy
- 1 While, 2 After, 3 Before, 4 while, 5 before, 6 after
- 6 1 While, 2 During, 3 during, 4 While, 5 during, 6 during, 7 while, 8 While
- 8 1 When, before, until, By the time, 2 After, During, While, 3 before/after/during, While, When, 4 During, until, Before, When
- 9 1 has taken, 2 took, 3 takes, 4 will take
- 10 1 until, 2 When, 3 after, 4 during, 5 When
- 11 1 get, 2 met, 3 hired, 4 slept, 5 went, 6 suffered, 7 got, 8 took
- 12 1 sets off, 2 gets on, 3 gets to, 4 takes/gets on, 5 takes, 6 gets off, 7 takes, 8 gets to
- 13 1 journey, 2 at weekends, 3 capital, 4 explore, 5 sightseeing, 6 coach, 7 passengers, 8 curious, 9 travelling, 10 make, 11 friends, 12 looking forward
- 14 1 going, 2 should, 3 got, 4 say, 5 forget, 6 correct, 7 recommend, 8 that's
- 16 Because Tony should book soon.

UNIT 4

- 1 1 redback spider, 2 tiger snake, 3 box jellyfish, 4 stonefish, 5 saltwater crocodile
- 2 1 seven metres long, 2 on the northeastern coast, 3 to hold your arm, 4 T, 5 F, 6 T
7 Because it's only 2.5 cm long and very difficult to see in the water. 8 You have two hours. 9 You should take care and read the signs.
- 4 Ryan – white dog, Helen – snake, Steve – tarantula
- 5 1 a spider or a lizard, 2 It's quite small and it's got long fur. 3 a cat and a dog, 4 friendly, 5 His mother said they were too much work and Steve was too lazy to look after a pet properly. 6 huge, hairy, poisonous, aggressive, ugly
- 6 1 F, 2 F, 3 T, 4 F, 5 F, 6 T, 7 T, 8 T, 9 F, 10 F
- 7 1 the best, 2 the cutest, 3 the prettiest, 4 the coolest, 5 the most intelligent, 6 the most expensive
- 8 1 Tennis is not as exciting as squash. / Tennis is less exciting than squash.
2 Naples is smaller than Rome. / Naples is not as big as Rome.
3 Finland is colder than Greece. / Greece is hotter than Finland.
4 Spanish is easier than Hungarian. / Hungarian is more difficult than Spanish.
5 Victoria is not nearly as friendly as Natasha. / Victoria is much less friendly than Natasha.
6 The hotel in Glasgow was much better than the hotel in Edinburgh. / The hotel in Edinburgh was not nearly as good as the hotel in Glasgow.
7 Fantasy films are more exciting than romantic films. / Romantic films are much less exciting than fantasy films.
8 Cartoons are much funnier than detective films. / Detective films are much less funny than cartoons.
- 9 1 good, 2 awesome, 3 the worst, 4 the most exciting, 5 the most

boring, 6 better, 7 funnier/funny, 8 (more) interesting, 9 great, 10 more intelligent, 11 funny, 12 the greatest

- 11 1 elegant, 2 aggressive, 3 dangerous, 4 poisonous, 5 cuddly, 6 furry, 7 stunning, 8 deadly, 9 cute
- 12 1 deadly, 2 cuddly, 3 furry, 4 stunning, 5 poisonous, 6 dangerous, 7 aggressive, 8 elegant
- 13 1 adorable, 2 attack, 3 defend, 4 poison, 5 frightening, 6 safe, 7 stay, 8 agree
- 14 B 1 Because they eat older and dying fish and they keep the ocean clean from dangerous fish.

Everyday English

1 Don't get me wrong, 2 I'm not sure, 3 I wouldn't, 4 point

UNIT 5

- 1 A4, B2, C1, D1, E1
- 2 1 the road to everywhere on foot, 2 the streets of London, 3 was, 4 5 F, 6 F
7 He spent six hours shopping.
8 She is sure if he has a pool.
9 She liked the working machines
10 buttons best.
11 fiction, 2 fact, 3 fact, 4 fiction, 5 fiction, 6 fact, 7 fact, 8 fact
- 3 1 which, c) the Thames, 2 who, c) a bell, 3 which, a) the London Eye, 4 who, b) Christopher Wren, 5 who, c) Beefeaters, 6 who, a) Samuel Pepys, 7 which, a) Covent Garden, 8 whose, b) Sherlock Holmes, 9 whose, c) Chelsea
- 6 1 which, 2 who, 3 who, 4 whose, 5 which, 6 whose, 7 whose, 8 which, 9 who
- 7 1, 2, 3, 5, 8, 9
- 8 1 Spielberg is the man who made the film 'Jurassic Park'. 2 Do you know the girl that lives upstairs? 3 Is this the bus which goes to Piccadilly Circus? 4 I've got a friend who lives in London. 5 Did

you buy the T-shirt which you liked so much? 6 Where's the woman who has the key to this door?

- 11 square, shopping centre, bridge, district, station, tower, art gallery, museum, park, street, shops, buildings
- 12 1 square, 2 bridge, 3 bridge, 4 district, 5 river, 6 stations, 7 streets, 8 street, 9 shops, 10 bus, 11 secret word: Paddington
- 13 1, 2, 1, 4, 3, 5
- 14 She's really interested in Harry Potter.
- 15 cats → that's, photo's → photos, it's → its, cant → can't, wont → won't

Everyday English

1 There's a thought, it's worth a try, 2 In your dreams, 3 It's a deal

UNIT 6

- 1 like Maths, 2 about her party, 3 good mark
- 2 4 made two wishes. 5 was a picture of her dog. 6 but Cathy hoped it wasn't as bad as she feared.
7 Because they got the results only on Monday. 8 It was the best party ever. 9 She did badly. / She got the worst result in the class.
- 4 1 T, 2 T, 3 F, 4 F, 5 F, 6 T, 7 T, 8 T, 9 F
- 5 3, 5, 6, 7, 1, 8, 4, 2
- 6 1 miss, will take, 2 don't eat, will get, 3 help, will give, 4 doesn't stop, will have, 5 will be, run, 6 will go, invite
- 7 1 What will you do if it rains at the weekend?
2 What programme will you watch if you turn on the TV tonight?
3 What will you eat if you feel hungry after dinner tonight?
4 Where will you go if you go away this weekend?
5 What will you play if you play sport this weekend?
6 Who will you talk to if you phone someone tonight?
- 8 1 I won't help him with his work unless he asks me to.

- 2 He won't phone me unless it's very important.
 3 He will be sick unless he stops eating.
 4 There won't be a party unless you study for the test.
 5 You won't be here in time unless you run.
 6 Mary won't have to go there unless she wants to.
 7 He won't speak unless you speak to him first.

- 9 1 he doesn't speak to me for a week, 2 she doesn't take me to school when it rains, 3 he doesn't give me money, 4 she doesn't let me use the computer, 5 he doesn't play football with me, 6 he doesn't go for a walk with me
- 10 1 1 Yes, I am. Very. 2 Well, for example, I never walk under a ladder. 3 Because it'll bring me bad luck, of course.
 2 1 No, not at all. 2 I just don't. I think we make our own luck.
 3 No, I don't. I think they're silly.
- 11 1 will bring, 2 will you make, 3 come, 4 make/made, 5 comes/ came, 6 making, 7 will bring
- 12 3 pavement, 4 ladder, 5 campfire, 2 tiger's eye, 1 mirror
- 13 1 silly, 2 superstitions, 3 good luck, 4 scary, 5 held on tight, 6 had such good luck, 7 catch a cold
- 14 5, 7, 1, 9, 11, 3, 10, 6, 4, 2, 8
- 16 She should phone Amy in the afternoon.

UNIT 7

- 1 She's wearing...
- 2 1 happy. 2 is allowed to wear make-up at school. 3 because of his name. 4 F, 5...
 8 They have been friends for half a year.
- 4 1 friendship, 2 really good friends, 3 were little, 4 a long time, 5 weekends or only meet them at school, 6 everything, 7 your problems

- 5 1 for, 2 since, 3 since, 4 for, 5 since, 6 for, 7 since, 8 for
- 6 for: a few weeks, a lifetime, many years, a few seconds, three days, a couple of hours
 since: 1999, she was a child, this morning, last Friday, the weekend, 10 p.m.
- 7 1 I've had my MP3-player since Christmas.
 2 I've had my laptop for six months.
 3 My father has worked in that office for two years.
 4 My sister has had the tattoo since July.
 5 They've lived in that flat since 2004.
 6 You've had this problem for two weeks.
 7 I haven't played football since last year.
 8 We've been studying at school for a very long time.
- 9 1 has been, 2 was, worn, 3 have lived, 4 have known, 5 's/ has had, 6 has, 7 has played, 8 've/has been
- 11 Dialogue 1: 1 have had, 2 've/have had, 3 go, 4 use, 5 've/have had, 6 am/am using, 7 dialogue 2: 1 have, had, 2 've/have had, 3 have/do, used/use, 4 took, Done
- 13 1 b) out, 2 a) up, 3 a) up, 4 c) 5 c) stormed, 6 b) on
- 14 A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
- 16 1, 9, 10, 6, 1, 2, 5, 8, 3
 1 matter, 2 alright, 3 bit, 4 Poor, 5 well, 6 just, 7 terrible, 8 rash, 9 awful

- 20 He should let her know how he is.

UNIT 8

- 2 1 F, 2 F, 3 T, 4 had a company that made weapons. 5 but she found acting boring. 6 not really successful. 7 It blocked the signals that guided the torpedoes. 8 Because they didn't believe she could be so intelligent. 9 They remember her as one of America's most important inventors.

- 4 1 machines, 2 alphabet for the, 3 to read and write, 4 talking leaves, 5 every word, 6 sentences, 7 the different sounds of the Cherokee language, 8 translated the Bible, somebody published a Cherokee newspaper, 9 20,000 people speak
- 5 1, 5, 10, 3
- 6 1 met, 2 have never met, 4 's/has just gone, 5 lost, 6 's/has just gone, 7 has already arrived
- 7 1 A has, been, B went, A did, visit, B visited, had
 2 Have, met, B met, A did, say, asked
- 8 1 haven't paid, 2 borrowed, 3 didn't borrow, 4 bought, 5 needed, 6 gave, 7 wanted
- 10 1 've/have always been, 2 invented, 3 've/have tried, 4 haven't / 've/have not had, 5 had, 6 came up, 7 've/have already tried, 8 said, 9 put, 10 thought, 11 've/have just sent, 12 hasn't / 's/has not replied
- 11 1 have, seen, 2 invented, 3 took/transported, 4 took/transported, 5 Has, thought, 6 has, seen, 7 answered/said, 8 answered/said, 9 didn't, watch
- 12 1 discovered, 2 invented, 3 worked out, 4 designed, 5 has experimented, 6 improved, 7 produces, 8 try it out, 9 find
- 13 1 light bulb, 2 wheelchair, 3 crutches, 4 walker, 5 ramp
- 14 1 design, 2 ankle, 3 develop, 4 flexible, 5 money, 6 cost, 7 compete, 8 award; mystery word: inventor
- 15 There are more than 300,000 items on four floors.

Everyday English

- 1 The sooner the better, 2 You're having me on, aren't you, 3 Leave it out, 4 more or less

UNIT 9

- 2 1 is 2.6 million, 2 mechanic and a nurse, 3 in the bush
4 T, 5 F, 6 F
7 Because they were shocked after the attack. 8 His hobbies are swimming, fishing, camping, and birdwatching.
- 4 José: Peru, Agripina: Bolivia, Renato: Brazil, Raukani: Venezuela
- 5 1 Raukani, 2 Agripina, 3 José, 4 Renato, 5 Raukani, 6 Renato, 7 José, 8 Agripina
- 6 3, 5, 6, 2, 1, 4, 8, 7
- 8 1F, 2A, 3D, 4C, 5E, 6B
- 10 1 won't be allowed, 2 won't be allowed, 3 weren't allowed, 4 weren't allowed, 5 are allowed, 6 be allowed
- 11 1 James is allowed to watch TV, but he isn't allowed to watch TV after 10 o'clock.
2 Sarah is allowed to go to bed late, but she isn't allowed to get up late.
3 We are allowed to wear jeans to school, but we aren't allowed to wear shorts.
4 They are allowed to listen to music, but they aren't allowed to listen without headphones.
5 I am allowed to go to my friend's house, but I am not allowed to stay for the night.
6 She is allowed to have parties at home, but she isn't allowed to play loud music.
- 12 1 James' parents let him watch TV but they don't let him watch it after 10 o'clock.
2 Sarah's dad lets her go to bed late but he doesn't let her get up late.
3 The headmaster lets us wear jeans to school but he doesn't let us wear shorts.
4 Mum lets me listen to music but she doesn't let me listen without headphones.
5 Dad lets me go to my friend's house but he doesn't let me stay for the night.
6 Her parents let her have parties at home but they don't let her play loud music.

13 5, 1, 3, 2, 6, 4

15 dye your hair, get a tattoo, go roller-skating without pads, buy your own clothes, have a party at home, use your parents' camcorder, go to the disco, come home after ten at the weekend, turn your music up really loud, get a nose stud, play video games all day, watch TV after 10 o'clock, eat too many sweets

17 1 housewife, 2 housework, 3 cleared the snow, 4 made a mess, 5 community, 6 grow

18 1 I could lend you some.
2 Why don't I ask my brother to lend you his.
3 Would you like me to come with you?
4 Do you want me to ask my mum if you can have it her?

19 1 Would you like me to come with you?
2 Why don't I ask my brother to lend you his.
3 Do you want me to ask my mum if you can have it her?
4 I could lend you some.

21 He can meet me tomorrow afternoon.

UNIT 10

1 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
2 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
3 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
4 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
5 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
6 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
7 1 F, 2 T, 3 T, 4 F, 5 F, 6 F
8 1 F, 2 T, 3 T, 4 F, 5 F, 6 F

1 three windows → a couple of doors, to change your mind → for a meeting, two years → four years, school library → sports field

5 1 Sue, 2 Jill, 3 Mark and Ron, 4 Joanna, 5 Lucy and Andy, 6 James

6 1 Sue: I'll be able to get into the garden.
2 Jill: I'll be able to go to school.
3 Mark and Ron: We'll be able to play.
4 Joanna: I'll be able to buy the dress.
5 Lucy and Andy: We'll be able to ride our bikes.

6 James: I'll be able to phone my friend.

7 1 won't be able, 2 wasn't able, 3 will be able, 4 was able, 5 won't be able, 6 weren't able, 7 haven't been able

9 3, 5, 7, 1, 6, 2, 4, 8

11 5, 4, 2, 7

12 1 locally produced, 2 buy locally produced, 3 please recycle, 5 litter bugs, 6 distances

13 1 She shouldn't leave rubbish on the beach. 3 He shouldn't drop litter in the streets. 4 She should recycle glass bottles. 5 He shouldn't take a plastic bag. / He should bring a basket. 6 She should save water.

14 6, 4, 7, 1, 8, 5, 3, 2

16 Entry is free but they are happy for donations.

Everyday English

1 Guess what, I knew it, 2 Nice one, No chance

UNIT 11

2 1 F, 2 T, 3 F

4 the coastline, 5 north of San Francisco, 6 friendly
7 Because you can't take it all in one go.

4 Bay Bridge

5 1 spend time with his family. 2 6, 3 because it always looks good in the films, 4 the view, 5 because there's lots of things to do there, 6 find her work at his company

6 a2, b1, c8, d4, e6, f3, g7, h5

7 1 It has been raining all day, 2 I have been shopping for presents, 3 He has been working as a waiter for two months, 4 She has been looking after the two children since April, 5 They have been sitting in the doctor's waiting room for an hour, 6 I have been studying for the test for three days

8 1D, 2F, 3A, 4B, 5C, 6E

9 1 've/have been working, 2 've/have been talking, 3 've/have been

waiting, 4 've/have been taking, 5 have, been learning, 6 Have, been living

- 10 1 right, 2 wrong, 3 right, 4 wrong, 5 right, 6 wrong, 7 right, 8 wrong
- 11 We have been walking for hours and I'm tired.
We have had our dog since last year.
They're not at home because they have gone on holiday.
You got the answer to question 3 wrong.
- 12 1 Have you ridden, 2 've/have been walking, 3 Have you been, 4 've/have seen, 5 've/have been having, 6 Have you bought, 7 've/have been looking, 8 haven't / 've/have not found
- 13 1 dry, 2 signal, 3 spot, 4 canyon, 5 backpack, 6 ridge, 7 headquarters, 8 dirt
- 14 1 signal, 2 headquarters, 3 backpack, 4 dirt, 5 spot, 6 dry, 7 Canyon, ridge
- 15 1 You bet, 2 joking, 3 unbelievably, 4 rented, 5 sights, 6 boots, 7 move
- 16 1 f), 2 d), 3 e), 4 a), 5 g), 6 b), 7 c)
- 18 She wants to know if she gets the ticket on the bus.

UNIT 12

- 2 1 a birthday party, 2 with their boat's motor, 3 turned the boat over, 4 three of their children, 5 for a boat to pass by, 6 because they needed drinking water, 7 they found plums and pineapples, 8 stayed there
- 4 linke Spalte: 2, 7, 5, 1, 3, 6
rechte Spalte: 5, 9, 8, 4, 2
- 5 1 active, 2 were, 3 have, 4 active, 5 were, 6 active
- 6 1 is found, 2 are, 3 are, 4 are chosen, 4 are invited, 5 are asked, 6 is filmed, 7 are watched, 8 are asked, 9 are chosen
- 7 1 were woken, 2 was thrown, 3 was destroyed, 4 were damaged, 5 were broken, 6 was blocked, 7 were closed
- 8 1 The worm was eaten by the bird. 2 The football was hit by the boy. 3 The race was won by a girl. 4 Dinner was made by Dad. 5 The house was destroyed by an earthquake. 6 The boys were chased by a dog. 7 The plane was delayed by the fog. 8 The glass was broken by the cat.
- 9 1 were killed, 2 injured, 3 taken, 4 were treated, 5 was damaged, 6 was, destroyed, 7 were closed
- 10 1 under, 2 away, 3 near, 4 under, 5 near, 6 away
- 11 1 earthquake, 2 cracks, 3 collapsed, 4 crushed, 5 escaped, 6 safe, 7 rescue
- 12 mudslide, earthquake, hurricane, volcano, tsunami, forest fire, avalanche, drought, flood
- 13 across: 1 survivor, 2 disaster, 3 rescue, 4 trapped, 5 water
down: 1 erupt, 2 survived, 3 evacuate, 4 buried
- 14 He put his book too far away and it started to fall down.
- Everyday
1 It's up to you, 2 just in case, 3 He's on fire, 4 don't look at me
- 13
1 A3, B1, C2, D4, E5, F9
- 2 (quite good) friend, 2 for Sandra, 3 so shocked, 4 A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z
- 3 because Jenny saw John at the cinema and didn't tell Sandra.
4 She has sent her a few texts.
- 4 1, 2, 3, 1
- 5 1 Ken, 2 Eve, 3 Eve, 4 Ken, 5 Ken, 6 Eve
- 7 4, 1, 6, 3, 5, 2
- 8 1, 7, 5, 3, 4, 2, 8, 6
- 9 1 had, 2 went, 3 I'd get, 4 didn't, 5 had, 6 wouldn't, 7 would, 8 wouldn't
- 10 1 was, would be, 2 didn't live, would see, 3 had, would look, 4 wasn't, would write, 5 was, wouldn't let, 6 would be, knew, 7 wasn't, would play, 8 wouldn't see, didn't live, 9 would buy, had

- 11 1 If I liked Sally, I'd talk to her. 2 If he had a computer, I'd send him emails. 3 If she wasn't ill, she'd be at school. 4 If I didn't like you, I wouldn't help you with your homework. 5 If they weren't on holiday, they'd be here today. 6 If my mobile phone wasn't broken, I'd surf the internet.
- 12 A What would you do if you lost your keys? B I'd go to my friend's house.
C A What would you do if you saw a person? D I'd call the police.
E A What would you do if you saw your teacher at the school disco? F I'd tell her.
G What would you do if you were the headmaster of your school? H I'd pick a few students to be picked, grounded, detention, weird, dilemma
- 15 1 grounded, 2 cheeky, 3 dilemma, 4 nerd, 5 detention, 6 picks, 7 weird, 8 group
- 16 1 by mistake, 2 deserve, trouble, 3 meet up, stay behind, 4 owe me, lent, 5 rude
- 18 Her wish is to have twelve butterflies that fly around or behind her.

UNIT 14

- 2 1 form the delta 2 live there/in the delta, 3 July and August 4 all have private showers and toilets. 5 there is a large dining room where you can take your meals. 6 stay in two different types of camps. 7 They have breakfast and then the first drive of the day starts. 8 They can relax until five. 9 There is the second drive of the day at five.
- 4 1 reading and travelling 2 He has written 17 books. 3 She is a detective. 4 She's a big lady and she's proud of herself and Botswana and she loves Africa. 5 She teaches us about everyday life, wildlife and the do's and don'ts in African society. 6 because he was born in Zimbabwe

- 5 Jonathan is going to work in a restaurant.
George is going to write successful books.
Maria is going to be a French teacher.
Miriam is going to open a shop.
Sid is going to marry Maria.
Mike is going to run in the London Marathon.
Hannah is going to win a lot of money.
Anna is going to design furniture.
- 6 1 What are you going to do at the weekend? 2 are you going to, 3 is going to, 4 aren't you going to, 5 are you going to
- 7 1 're/are going to drive, 2 're/are going to see, 3 aren't / 're/are not going to go, 4 're/are going to stay, 5 is going to rent, 6 'm/am going to remind
- 8 1 'm/am going to get, 2 'm/am going to choose, 3 'm/am going to find, 4 'm/am going to earn, 5 'm/am going to put, 6 'm/am going to wait, 7 'm/am going to hear, 8 're/are going to fall, 9 'm/am going to wake, 10 'm/am going to make

- 9 1 're/are going to go, 2 're/are going to fly, 3 is going to meet, 4 're/are going to stay, 5 'm/am going to take, 6 'm/am going to use, 7 's/is going to be
- 10 1 a) planned, 2 b) hired, 3 b) made, 4 a) found, 5 c) check, 6 c) look, 7 a) buy
- 11 find: out about good restaurants, information about the best beaches
book: a holiday, a trip
make: a trip, a hotel reservation
plan: a holiday, a trip
buy: a car, a dictionary, a map of the area
hire: a car
check: the area out on the
- 12 4, 6, 7, 2, 3, 1, 5
- 13 Alessia's parents are talking about moving.

Everyday English

- 1 a complete waste of time, 2 on my own, 3 A real pain, 4 not only one

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